



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

**Teacher Education Program  
Field Experience Handbook  
2012-2013**

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The *University of Denver's Teacher Education Program Student Handbook* provides the prospective and admitted student with the policies and procedures to progress through the requirements of the program. In addition to our program publication, the student should become familiar with the [Morgridge College of Education Bulletin](#) and the [Graduate Studies Policy Manual](#). Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding degree programs in both documents and to complete various program steps in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in these handbooks without advance notice.

Inquiries concerning the Teacher Education Program should be directed to the Morgridge Office of Admissions, 1999 E. Evans Ave., Denver, CO 80208; Phone 303-871-2509 and [edinfo@du.edu](mailto:edinfo@du.edu). Current students, please refer to the Faculty/Staff contact list within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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## INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

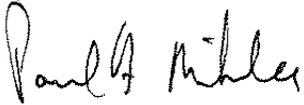
Welcome to the Teacher Education Program! DU has a fully accredited teacher education program through the Colorado Department of Education and the Department of Higher Education. The next year promises to be an exciting and intense experience. At the beginning of the academic year, the details can sometimes be overwhelming. This student handbook will provide you, as an Apprentice Teacher, with essential information regarding program policies and practices. Many of your questions will be answered in these pages.

An important section to review at this point is the TEP Course Schedule. The Teacher Education Program does NOT always follow the University of Denver academic calendar. As indicated in your admissions packet, you are required to attend orientation and scheduled workshops in addition to your class schedule.

Please take some time to review all of this material in order to become more familiar with the details of this program. ***You are responsible for the contents in this Handbook, as well as the policies outlined in the Morgridge College of Education Bulletin.***

If you have any questions or concerns at any time during your program, please do not hesitate to contact any faculty or staff member. We are here as part of a network for guidance and support.

Best wishes for a successful year of teacher preparation!

A handwritten signature in black ink that reads "Paul Michalec". The signature is written in a cursive style with a large initial "P" and "M".

Paul Michalec  
Director, Teacher Education Programs

## CONTACT INFORMATION

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## **MORGRIDGE COLLEGE OF EDUCATION MISSION STATEMENT**

The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations, and communities, through unleashing the power of learning.

We accomplish our mission in four ways: through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings; through actively reaching out beyond our college to engage in learning partnerships with others; through contributing high-quality research to our respective fields; and through modeling excellence in all of our own educational programs.

## **MORGRIDGE COLLEGE OF EDUCATION VISION**

The Morgridge College of Education at the University of Denver will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan.

Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time.

We will promote educational change and social equity and will provide leadership for the improvement of education, mental health, and information services and systems.

## **TEACHER EDUCATION PROGRAM MISSION STATEMENT AND PHILOSOPHY**

### **Mission Statement**

The mission of the University of Denver's Teacher Education Program (TEP) is to provide an extensive, integrated, professional experience that supports apprentice teachers in developing a sophisticated understanding of their practice, teaching identity, professional commitments that guides them in promoting success among a diverse student population.

### **TEP Philosophy**

The Teacher Education Program is an intensive, integrated, professional preparation experience. The program is structured so that course work and field experiences are purposeful and cumulative. Program features such as limited class sizes, built-in peer support, high academic standards, emphasis on Pedagogical Content Knowledge, and closely supervised field experiences in linguistically and culturally diverse urban and suburban settings promote student success in achieving TEP goals. TEP relies on a Faculty well versed in the demands of practice, which can articulate the theoretical underpinnings of effective instruction.

TEP delivers a curriculum that promotes critical thought, leadership, personal and professional reflection, and collaboration. The program fosters essential professional competencies related to knowledge of subject matter and student learning; formal and authentic assessment; democratic ideals; cultural diversity;

recognition of individual student needs; and communication with students, the community, and other education professionals.

TEP encourages participants to develop a professional identity firmly grounded in personal experience as well as theoretical and practical knowledge to guide their professional practice. TEP encourages participants to develop habits of mind and heart required for on-going professional growth and leadership. TEP graduates recognize their responsibilities as school professionals to be reflective practitioners, to serve the community, to be supportive colleagues, and most of all, to draw upon a range of instructional strategies to meet the varied needs of a rural and urban diverse student population.

### **PURPOSE OF THE FIELD EXPERIENCES**

Field experiences are of paramount importance, for it is in the crucible of the classroom that a deep understanding of teaching and learning is forged. Apprentice Teachers complete 800 hours (100 days) of closely supervised field experiences in the fall, winter, and spring quarters. The field experiences are designed to help Apprentice Teachers observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the fieldwork experience. Apprentice Teachers receive regular informal and formal assessment of their developing practice throughout the year.

### **PROGRAM STRUCTURE**

Apprentice Teachers are organized into cohorts and meet regularly with the members of this group and their University Supervisor, who is also your Academic Advisor. Cohort members provide collegial support for one another, forming bonds that often extend into the initial years of teaching. University Supervisors are experienced educators who are recognized for their excellent classroom practice and instructional expertise with adult learners. University Supervisors observe/visit individual Apprentice Teachers at their observation sites and facilitate cohort meetings.

### **FIELD EXPERIENCE STRUCTURE**

Apprentice Teachers are required to complete both observation and teaching days in diverse, urban, public school classrooms in the Denver metro area throughout their field experience.

Elementary Apprentice Teachers complete fieldwork in one placement site for the entire academic year. Secondary Apprentice Teachers complete fieldwork in two sites: high school and middle school. All Apprentice Teachers are required to be at their fieldwork site three days a week during fall and winter quarters and four days a week in the spring quarter.

### **SCHOOL AND UNIVERSITY RELATIONSHIP**

The development of the Apprentice Teacher's practice is directly related to the "fit" of the Apprentice Teacher with the Mentor Teacher and classroom in which he/she is placed. Accordingly, TEP seeks to place each Apprentice Teacher in an environment where he/she will thrive and succeed.

Our commitment to ensuring that our Apprentice Teachers have a basic understanding of Colorado’s most diverse students and classrooms is reflected in our practice of placing all Apprentice Teachers in culturally diverse classrooms during their field experience. Consideration is made for the choice of district partners the Apprentice Teacher is interested in working with. However, there is no guarantee that an Apprentice Teacher’s preference will be honored. District placement is based on many variables including but not limited to, site availability, licensure area requirements, district HR policies, and Partner School models.

The exchange of teaching practices is a powerful form of professional development that is mutually beneficial. While Apprentice Teachers obviously benefit from having a master teacher as a mentor, Mentor Teachers also benefit from engaging in the quality of reflection required by having to elaborate upon and justify his/her practice to Apprentice Teachers. Apprentice Teachers bring fresh ideas from methods courses, as well as the latest approaches to using technology in the classroom. Moreover, the Mentor Teacher has an additional, dedicated adult in their classroom between August and June. By reducing the teacher-to-student ratio, the Mentor Teacher has the opportunity to offer more individual and small-group instruction. Finally, the district benefits because it has an opportunity to preview Apprentice Teachers before making offers of employment.

### **PLACEMENT PROCESS AND POLICIES**

Arrangements for field placements are made exclusively by the TEP Field Coordinator. It is standard practice for field placements to be made at schools within the Denver metro area, with an emphasis on under resourced and underserved schools. Where possible, Title I schools will be selected as field placement sites. **Apprentice Teachers cannot student teach in a building where a relative also works or a child attends.**

#### **Criteria for Mentor Teacher**

A Mentor Teacher must receive the unqualified endorsement by his/her principal on these basic criteria:

- Have three or more years of successful teaching experience;
- Be proficient in standards-based curriculum;
- Conduct a learner-centered classroom;
- Be either proficient in the use of technology to support student learning, or open to the Apprentice Teacher’s incorporation of technology;
- Be a willing, supportive and competent mentor to a Apprentice Teacher;
- Support the Apprentice Teacher in their efforts to try innovative and experiential teaching strategies;
- Demonstrate knowledge and use of current research based practices;
- Be qualified according to Colorado Professional Teacher licensure standards in their content area.

#### **Matching an Apprentice Teacher with a Mentor Teacher**

The process for finding a good fit between the Mentor Teacher and the Apprentice Teacher in the fieldwork assignment experience is as follows:

- Field Coordinator Partner Schools indicate potential Mentor Teachers.
- The Field Coordinator matches Partner School availability with cohort requirements such as: academic content area placements, grade level availability, and licensure requirements.

- When it is deemed necessary, the Apprentice Teacher, prospective Mentor Teacher, and the school principal or his/her designee, take part in a interview which results in a decision that the placement is a positive match.

### **Fieldwork Assignment Placement Change**

Occasionally, in spite of the efforts to make a good match between the TEP Apprentice Teacher and the Mentor Teacher, one or both parties may feel uncomfortable with the placement. If the Apprentice Teacher or Mentor Teacher believes he/she is in an unacceptable placement, it is the responsibility of either the Apprentice Teacher or Mentor Teacher to contact the University Supervisor. This should be done as soon as possible to discuss the matter. The University Supervisor works to facilitate communication among all parties to enhance the possibility for success. In rare situations, the Teacher Education Program will agree to make a change in a fieldwork assignment placement. If a decision is made to end the fieldwork assignment placement, all parties will take part in an exit conference.

The University Supervisor and Field Coordinator will consult with the Apprentice Teacher and the TEP Director to make every effort to locate a second fieldwork assignment placement as soon as possible. The normal process for placement will be followed for securing the second fieldwork assignment. If this second fieldwork assignment is not successful, the Apprentice Teacher, the TEP Director, the Field Coordinator, and University Supervisor will meet to consider the Apprentice Teacher's future in the program.

### **Professionalism**

All Apprentice Teachers are expected to interact responsibly and professionally with all members of the educational community, including but not limited to, faculty, staff and students at the University as well as faculty, staff, and students at their site placement(s). Professional behavior includes accepting responsibility for one's actions, taking immediate steps to resolve conflicts and treating others with full respect. Apprentice Teachers are expected to dress professionally at all times during field experiences.

### **Attendance Guidelines**

Apprentice Teachers are responsible for obtaining the Mentor Teachers signature on the appropriate fieldwork log for every field day/week each quarter. Apprentice Teachers are required to return fieldwork logs to the University Supervisor when the placement is completed. Apprentice Teachers are not considered to have completed TEP until all attendance forms are recorded and in the Apprentice Teachers' file and the apprentice teacher has completed 800 hours of guided field experience.

Apprentice Teachers who must be absent during either placement must notify (1) the Mentor Teacher, (2) the University Supervisor, and (3) the appropriate person in the school building.

Apprentice Teachers are expected to be at the school site one-half hour before school begins and to remain for one-half hour after school ends. During fieldwork assignment, Apprentice Teachers are expected to attend after-school meetings and conferences, unless doing so conflicts with TEP class meetings.

TEP advisors are the first line of communication between the program and apprentice teacher and as such are expected to represent the program and actively address student concerns and academic issues in a timely and professional fashion. The TEP advisor is responsible for tracking the student's progress through the program and ensuring that he/she is adhering to all MCE policies. Communication is vital to effective professional development of TEP apprentice teachers. Upon entering the program each student will be assigned a faculty advisor. The TEP faculty advisor is typically the instructor leading the Field Experience Seminar that meets all three quarters of the TEP program. In most cases apprentice teachers are assigned to advisors based on licensure area. Apprentice teachers are encouraged to seek advice and or support from any of the faculty in the TEP program. TEP apprentice teachers and faculty advisor will meet and review the advisor responsibilities during TEP program orientation in the summer. Advisor responsibilities include:

- Timely responses to apprentice teacher requests for meetings or feedback. It is recommended that advisors discuss with advisees their timeline and boundaries for email or phone messages. Generally, advisees should expect at least a 24 hour window for hearing back from the TEP advisor.
- Making sure students are registering and enrolling in the right TEP classes and sections.
- Tracking apprentice teacher performance through the program, including alerting other TEP faculty and the program Director about any unprofessional behavior, difficulty acquiring knowledge of teaching, resisting academic or field placement feedback, or showing difficulty in mastering the program performance expectations. If needed, the advisor should initiate the elements of the "Struggling Student Protocol" outlined in this handbook.
- Meeting with apprentice teachers (advisees) at least once a quarter to address advising concerns such as: program feedback, faculty feedback, course selection, graduation registration, and program performance. Advisees can schedule meetings more frequently to address program, academic, or field placement questions.
- Assisting advisees in the process of applying for teaching positions, including: resume and cover letter writing, writing letters of recommendation, and tracking upcoming school openings.

### **DEMONSTRATION OF LEARNING (DOL)**

An essential goal of all teachers is to foster student learning. To measure an Apprentice Teacher's effectiveness, one must assess the judgment he/she exercises when designing curriculum, selecting instructional methods, and interacting with students to foster student learning. Instructors in TEP analyze this judgment by collecting authentic exemplars of an Apprentice Teacher's performance that have been developed over time and in diverse contexts.

These multiple measures reveal the level of integration between knowledge and teaching practice that a Apprentice Teacher has developed across different courses and field experiences within TEP. The Apprentice Teacher completes several complex performance assessments that reflect his/her proficient teaching practice. Specific DOL assignments are defined and delineated in the Demonstration of Learning guide. The components

of the DOL are assigned and discussed in the student teachers' DU classes, as well as the field experience course.

### UNIVERSITY OF DENVER (DU) EMAIL

DU provides email forwarding to off-campus email service providers. Students will maintain their [firstname.lastname@du.edu](mailto:firstname.lastname@du.edu) mailing address but must set up a "preferred" off-campus email address to which their mail automatically will be forwarded. Instructions on how to forward your DU email are found at: [http://www.du.edu/studentemail/media/documents/preferred\\_email\\_instructions.pdf](http://www.du.edu/studentemail/media/documents/preferred_email_instructions.pdf).

[firstname.lastname@du.edu](mailto:firstname.lastname@du.edu) email addresses will be used in campus applications such as Blackboard, Portfolio and the online student directory. Official University communications will be sent to the [firstname.lastname@du.edu](mailto:firstname.lastname@du.edu) address.

***It is important that students maintain their "preferred" off-campus address and email account to insure that important information from University offices, faculty and colleagues is received.***

The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, financial aid notifications, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the University Official Email address.

Faculty, staff, and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

### UNIVERSITY OF DENVER HONOR CODE

*Adopted by the Morgridge College of Education & the Teacher Education Program*

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators, and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters. See [http://www.du.edu/facsen/honor\\_code.html](http://www.du.edu/facsen/honor_code.html) for complete statement.

## **TRANSFER OF CREDIT**

Transfer credits toward a Master's degree is limited to 10 quarter hours and are subject to the approval of the Director of Teacher Education Programs. Transfer of credit must be completed during the first quarter of attendance and must be approved by the student's faculty advisor in writing.

## **STUDENT CODE OF CONDUCT**

All Apprentice Teachers are expected to review this document thoroughly at the time of acceptance into TEP, and sign and return the signature page which follows. The signature page then resides in the Apprentice Teacher's file and testifies that the candidate is aware of and agrees to comply with all that is contained in this code.

## **OVERVIEW**

The Teacher Education Program is a fast-paced, intensive experience. Apprentice Teachers succeed in the program by organizing their lives so that the program is a primary commitment and focus. Strict policies ensure that Apprentice Teachers' experiences are continuous and cumulative. These policies also ensure that our graduates in the profession maintain the high standards of excellence for which the University of Denver Teacher Education Program is known.

### **Course Attendance Policy**

100% attendance in all classes is expected. Missing one class will likely affect your grade for the course. Missing more than one class can result in loss of credit for the course. In cases of extreme hardship, an Apprentice Teacher who misses more than one class may petition the instructor and program Director to receive credit for the course.

In the event that it is necessary to miss a class, Apprentice Teachers must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, Apprentice Teachers should speak to the instructor within 24 hours of the class meeting time. At the instructor's discretion, late work due to an absence may result in a reduction of points or loss of credit for the assignment.

### **Field Experience Attendance Policy**

Apprentice Teachers may not miss any field placement days. An Apprentice Teacher must make up a missed day at the school site by the end of the quarter in which an absence occurs.

During Fieldwork Assignment, in order to be recommended for licensure, Apprentice Teachers must complete 800 hours of Fieldwork Assignment. Apprentice Teachers may be excused for up to two days to attend one of the job fairs scheduled in the region. Apprentice Teachers who miss more than two days of Fieldwork Assignment must make up those missed days before we will recommend them for licensure.

In the event that it is necessary to miss a field placement day, the Apprentice Teacher must contact the Mentor Teacher and the University Supervisor at least one week prior to the absence; arrangements should be made at this point to make up the absence. In the case of an emergency in which prior notification is impossible, Apprentice Teachers should contact the Mentor Teacher and the University Supervisor before the school day begins. Apprentice Teachers may also need to contact the school office personnel. This practice will vary by school site and Apprentice Teachers are responsible for following the school site's practices regarding teacher absence.

### **Communication**

Clear and timely communication is critical to the success of everyone in the program. All faculty and staff members are available by telephone and email.

Clear communication between Apprentice Teachers and faculty/staff is highly valued and necessary. Apprentice Teachers hold the following responsibilities with regard to communication while in TEP:

- Express concerns by approaching those involved with respect and in an appropriate and timely manner.
- Be proactive in seeking clarification about assignment requirements and due dates.
- Contact instructors/University Supervisors and or peers to discuss late assignments or information missed due to absence.
- Respect and follow TEP policies and procedures.
- Maintain and check regularly your email account.
- Access the TEP community site on Blackboard<sup>®</sup> online weekly to read information in "News and Notes" and other postings.
- Read written information in the student handbook and course syllabi.
- Consult the TEP calendar on Blackboard<sup>®</sup> for important dates and occasions.

Likewise, TEP faculty and staff hold these responsibilities to all Apprentice Teachers with regard to communication:

- Respond to all communication with the same respect and timeliness expected of the Apprentice Teacher.
- Provide current written communication concerning upcoming events and important information via TEP calendar, DU email account, student handbook, and the TEP community web site on Blackboard<sup>®</sup>.
- Read any documentation, concerns, or information provided to TEP by Apprentice Teachers.
- Maintain Apprentice Teacher files and records for the period of time that the Apprentice Teacher takes part in TEP. This would include all documents and information required of the Apprentice Teacher for evaluations/reviews conducted during TEP.
- Adhere to the established channels for communication listed below.

### **Expectations**

**The TEP faculty provides clear expectations and supports Apprentice Teachers in meeting them.** To ensure that this takes place, the following channels for communication between faculty, staff, and Apprentice Teachers have been established:

- If the Apprentice Teacher has a concern about coursework, grading in a course, or the course instructor, the Apprentice Teacher will communicate first with the instructor regarding these concerns.

If, after conferring with the instructor no acceptable resolution to the concern is reached, then the student may contact the TEP Director.

- If the Apprentice Teacher has a concern about a University Supervisor or observation and/or Fieldwork Assignment experience, the Apprentice Teacher will communicate first with the University Supervisor regarding these concerns.

### **Professional Behavior**

All candidates are expected to interact responsibly and professionally with all members of the educational community, including but not limited to, those at the University and those at their site placement(s).

Professional behavior includes accepting responsibility for one's actions, taking immediate steps to resolve conflicts, and treating others with full respect.

### **Grading Policy**

TEP is a performance-based program; therefore, TEP will recommend a candidate for a state teaching license if he or she has met all the Performance-Based Standards for Colorado Teachers at the proficient level.

Proficiency is determined through evaluating (1) performance assessments that are embedded in the DOL, course work and fieldwork assessments.

Apprentice teachers must maintain at least a 3.0 GPA throughout the program, or risk potential dismissal from the program. A grade lower than "C-" in any course renders the credit unacceptable for meeting program and MCE degree requirements.

A student is not recommended for licensure if any of the aforementioned requirements are not met.

In a performance-based program, grades serve a different purpose than they do in traditional academic program. In a performance-based program your grades do not directly affect our decision to recommend you for licensure; indeed, it is possible to earn "B's" in all TEP courses and still be proficient on all standards. In a performance-based program grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming a teacher, (3) your ability to think, speak, and write at a graduate level. If a pattern of low performance emerges, the Director may advise the Apprentice Teacher to re-take courses or to withdraw from the program.

Because grades of "incomplete" in a TEP course signal that the Apprentice Teacher has not yet mastered the knowledge introduced in that course, and because courses are cumulative, Apprentice Teachers may not be allowed to begin/continue Fieldwork Assignment until all grades of "incomplete" have been resolved. If the incomplete is granted during fall quarter, the incomplete should be satisfied before the beginning of winter quarter. Candidates who carry any "incomplete" from the fall into the winter quarter will be placed on academic probation.

If the incomplete is granted during the winter quarter, the outstanding course requirements should be completed as soon as possible. The TEP Director, University Supervisor, and course instructor will evaluate the candidate's ability to continue Fieldwork Assignment.

It is the responsibility of the Apprentice Teacher to initiate this process by immediately communicating with the instructors prior to the end of the quarter. This form may be downloaded from the Registrar's web site at [www.du.edu/registrar](http://www.du.edu/registrar).

If the student's incomplete(s) are not resolved in a timely manner, or if his/her grade point average falls below 3.0 at any time during the program, he/she may be removed from his/her field experience/Fieldwork Assignment placement at the discretion of the Director.

## PROFESSIONALISM FOR APPRENTICE TEACHERS AND FACULTY

The profession of teaching requires a deep knowledge of content and pedagogy, as well as a commitment to student learning. These components of professionalism are addressed throughout The Teacher Education Program (TEP) coursework and practicum experiences. In addition to the professional attributes that are related to curriculum and instructional planning, professionalism also requires the ongoing development of attributes and dispositions that enable the teacher to communicate effectively with other professionals and parents, to promote and advocate for student learning, and to develop one's own abilities in reflective and thoughtful practice. To do so requires a professional demeanor. The Teacher Education Program in the Morgridge College of Education expects all Apprentice Teachers and faculty members to act in a professional manner in all interactions and communications (email, phone, face-to-face) throughout the program including: coursework, schools sites, community settings, in-services, and program meetings.

Apprentice Teachers and faculty are expected to adhere to the following aspects of effective professional relationships:

**Communication:** Teaching requires effective and clear communication that builds relationships and understandings, and is defined by the following elements:

- Communicate clearly, concisely, and appropriately regarding all TEP issues. Assume positive intentions behind the actions of all participants in the TEP program and schools.
- Use professional language and writing conventions in all written communications (papers, memos, email, letters to parents, etc.). ***Treat every written communication as a public document.***
- Practice active listening as well as speaking. Seek clarification in understanding the other person's concern, comments, or feedback before offering your understanding, comments, or feedback.

**Conflict, Misunderstandings and Discontent:** Teachers, like most professionals, will inevitably encounter conflict in the classroom, school, or wider professional settings. Therefore, it is important to quickly and sensitively address the needs of all (colleagues, parents, school leaders, students, building staff, university faculty, etc.) involved in the conflict by attending to these steps:

- Go to the source. First speak directly with the person or persons involved using the guidelines for communication outlined above. Direct communication is more likely to resolve the misunderstanding quickly and indirect communication (addressing conflict through a third party or "the grape vine") is likely to prolong or confuse the resolution of the tension.
- Ask for support and perspective from a neutral third party such as your University Supervisor, a faculty member, the Director, or your Mentor Teacher.

- Actively seek solutions. TEP is a fast-paced program and waiting to resolve conflict could distract you from concentrating on class assignments, essential learning, and field experiences that you won't be able to recapture.
- Respect multiple perspectives and engage in a debate of ideas that demonstrate sensitivity, value, and respect for diversity. Be passionate and thoughtful about your experience and be open to the possibility of resolving the misunderstanding immediately or coming to a new less-discomforting understanding of the conflict.

**Collaboration:** Teaching is a public and collegial activity, characterized by public assessments, cooperative lesson planning, community input, parent involvement, and professional learning communities. Teachers are expected to practice and hone their skills in working with others by:

- Developing productive relationships by giving and receiving constructive feedback.
- Entering all situations including practicum experiences, parent meetings, administrative feedback, class time, and TEP events from the perspective of a learner. Learn to see the positive attributes of others and to be accepting of their needs, especially when conflict is grounded in contrasting personal or professional values.
- Committing to the value of finding ways to work professionally and productively with individuals you may be different from for the purpose of enhancing the learning of all students.

### **Ethical standards of conduct**

In addition to effective communication and collaboration as a marker of professionalism, Apprentice Teachers in TEP are expected to follow national, state, and local ethical standards including:

- Adhere to ethical and legal responsibilities of teachers regarding students' learning, behavior, safety, and confidentiality and follow all procedures and guidelines as specified in state, federal and local statutes.
- Maintain professional language, demeanor, and appearance, in accordance with school and district policy.

### **Behaviors resulting in probation or immediate dismissal**

TEP believes that professionalism is an ongoing learning process for teachers in training and some missteps are anticipated. TEP also believes that certain behaviors are never acceptable in a professional preparation program and any evidence of the following behaviors are never tolerated and if displayed may lead to probation or immediate dismissal from the program:

- Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
- Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
- Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

### **Professionalism as growth in TEP**

TEP believes that a key characteristic of teachers is commitment to professional growth and continued efforts at improving learning for all students. Therefore, TEP encourages all Apprentice Teachers and faculty members to bear in mind the indicators of professionalism outlined above, and if at any time you need support in developing such behaviors, please communicate that need directly to the TEP Director.

Additionally, if the Director determines that candidates or faculty members might benefit from assistance in displaying professional behavior, the Director will contact that person confidentially and promptly.

## **UNDERPERFORMING STUDENT PROTOCOL**

The Teacher Education Program (TEP) in the Morgridge College Education is designed to provide on-going feedback and support to Apprentice Teachers. There are two categories of Apprentice Teacher work and progress evaluated every quarter. One is the academic body of growth and learning. The other is the practical field experience at the school site. With on-going dialogue between University Supervisor, Mentor Teacher, TEP faculty, and Apprentice Teacher during course work and field experiences the likelihood of miscommunication regarding student performance will be lessened. Yet on occasion the Apprentice Teacher and Mentor Teacher, University Supervisor, or professor may hold different opinions as to the overall performance of the Apprentice Teacher. At these times Apprentice Teachers are encouraged to advocate for themselves, by talking in person with their Mentor Teacher, University Supervisor, or professor.

### **I. Introduction**

It is the purpose of the Teacher Education Program to foster and support the growth and the development of Apprentice Teachers both academically and professionally. An attempt is made to create a safe learning context within which the Apprentice Teacher can identify, examine, and improve upon all aspects of his or her professional and academic performance. Apprentice Teachers are encouraged to ask for regular feedback and University Supervisors, Mentor Teachers, and professors are encouraged to give academic and performance feedback on a continuous basis. When this process is working effectively, quarterly and end-of-year evaluations should be accurate and transparent assessments of student learning and performance.

All program faculty and staff are responsible for continuously monitoring the progress of students through the program's curriculum and field experiences. Particular attention should be placed on reviewing student progress during the fall quarter of the student's program. There are two broad categories governing student performance, one is academic and the other is grounded in field-based performance. Academic standards are principally defined in the Morgridge College of Education Bulletin which states that any student with a GPA of 3.0 or lower can be "warned, put on probation, suspended, or dismissed" from a program. If a student's GPA stays at 3.0 or lower for three consecutive quarters the student will be dismissed from his/her current program. A grade lower than "C-" renders the credit unacceptable for meeting degree requirements. Where appropriate, faculty will direct students to university resources designed to provide students with academic support, such as the writing center, academic counseling, or disability services.

Professionalism in teaching standards covers a wide range of student attributes including but not limited to student/faculty interactions, student/field placement University Supervisor interactions, student dispositions toward public school students/teachers/parents, attire, language, and commitment to the tasks associated with learning the program curriculum. In cases involving student/faculty conflicts or student/field placement conflicts, faculty and program Directors should follow the procedures outlined in the Morgridge College of Education Bulletin. Typically this entails conversations with the student, which may or may not include a student advocate, regarding his/her behavior. Issues of professionalism around dispositions, attire, or language should also be initially handled with one-to-one communication with the student as outlined in this

handbook.

University Supervisors and Mentor Teachers should work with Apprentice Teachers to identify both strengths and areas in need of improvement as early in the year as possible so as to be able to develop a plan with the Apprentice Teacher to remedy the University Supervisor or Mentor Teacher's concerns and to build on the Apprentice Teacher's strengths.

## **II. Indicators of Underperformance**

Apprentice Teachers may be considered under-performing when their behavior, attitude, or characteristics are disruptive of the quality of student learning, relationships with peers, mentors, or other staff; or the ability to comply with appropriate standards of professional behavior. Examples of areas indicating the need to intervene in the professional development of a Apprentice Teacher in the Teacher Education Program include:

1. Failure to demonstrate appropriate academic development consistent with a master's degree, such as low GPA or academic dishonesty.
2. Repeated non-adherence to, or violation of the professional norms of the Teacher Education Program, the districts, or the school regarding dress, behavior, or dispositions.
3. Repeated under-performance towards meeting program expectations and standards, such as timeliness of assignments, class absences, or missed meetings.

Under-performance may be defined as any action or behavior listed below which compromises an Apprentice Teacher's ability to master the knowledge, skills, and dispositions associated with highly effective K-12 teachers:

1. An inability and/or unwillingness to acquire and integrate professional /academic standards into one's repertoire of professional behavior.
2. An inability to acquire professional/academic skills in order to reach an acceptable level of competency as defined by the Performance Based Standards for Colorado Teachers.
3. An inability to adequately control personal stress or contain emotional feelings which are interfering with a Apprentice Teacher's professional or academic development toward mastery of teaching.

An Apprentice Teacher's actions may be identified as obstacles to success when they include one or more of the following characteristics:

1. The Apprentice Teacher does not acknowledge, understand, or address the area of concern when it is identified.
2. The difficulty significantly reduces the quality of an Apprentice Teacher's academic performance or professional behavior.

3. The area of concern is not restricted to one area of professional or academic functioning.
4. Program personnel are directing a disproportionate amount of attention and energy toward addressing the area of academic or professional struggle.
5. The Apprentice Teacher's behavior remains resistant to change following feedback, remediation, effort, and/or time.

### **III. Protocol for Underperforming Apprentice Teachers**

#### **A. Informal Determination of Underperforming Status:**

At the first sign of potential academic or professional underperformance for an Apprentice Teacher, the University Supervisor or faculty should provide the Apprentice Teacher with direct feedback and offer support and guidance. Whenever the potential problem area continues despite a normal amount of support and intervention, it should be called to the attention of a program Director. The program Director will gather information from the University Supervisor and all instructors regarding the Apprentice Teacher's trouble including, if appropriate, an initial discussion with the Apprentice Teacher.

#### **B. Formal Determination of Underperforming Apprentice Teachers:**

If warranted, the program Director will present the situation to a meeting of the Teacher Education Program team. The team will make a determination as to whether or not the Apprentice Teacher is underperforming. The review by the team will include a thorough review of the Apprentice Teacher's work, performance, and any mitigating circumstances that might contribute to the Apprentice Teacher's low performance.

If it is determined that the Apprentice Teacher is underperforming, one of three actions will most likely result: (1) the Apprentice Teacher is placed on formal probation and a remedial plan is developed in conjunction with the Apprentice Teacher, which if not successfully completed could be grounds for dismissal; (2) probation and suspension of field placement activities; or (3) initiate the exit and dismissal protocol.

##### *a. Probation and Remedial Plan*

When the team decides to place an Apprentice Teacher on probation and to develop a formal plan to address the areas of academic or professional underperformance demonstrated by an Apprentice Teacher, the following items may be considered in the creation of that plan:

1. Recognizing and responding to the potential that Apprentice Teacher difficulty and underperformance could be grounded in cultural or linguistic differences,
2. Directing the Apprentice Teacher to academic support from appropriate university or program sources,
  1. Alerting the Apprentice Teacher to the types of counseling support offered by the university and Leave of Absence or Medical Leave of Absence choices: <http://www.du.edu/grad/current-students/forms.html>

2. Establishing a regime of directed academic or professional coaching by program personnel tied to specific learning outcomes,

A meeting will be scheduled with the Apprentice Teacher and the Director of the Teacher Education Program. At that meeting, the Director may present the Apprentice Teacher with a letter of academic probation. Alternately, the Director might alert the Apprentice Teacher to the potential for dismissal from the program should the Apprentice Teacher's performance continue to lag behind the program, university, school, or state standards for professional educators. The Director and the Apprentice Teacher will develop a plan designed to support the Apprentice Teacher and outline clear expectations for change. This plan will also specify the time frame for the corrective action and the procedure for determining that improvement has been adequately achieved. At the close of the meeting the Apprentice Teacher will typically be asked to write up his/her understanding of the substance of the meeting as well as the corrective plan and time frame. The Apprentice Teacher should send these notes to the Director, typically within 24 hours.

The Director will write a formal letter outlining the substance of the meeting and probation procedures. A draft of the letter must be presented to the Associate Dean of the Morgridge College of Education before it is sent to the Apprentice Teacher via registered mail or hand delivered. A copy of the letter will be placed in the Apprentice Teacher's academic file.

If improvement is lacking at the specified re-evaluation time, either a revised remedial plan will be constructed, or action will be taken to dismiss the Apprentice Teacher.

#### *b. Suspension of Field Placement*

An Apprentice Teacher exhibiting unprofessional behavior may be temporarily suspended by a program Director from participating in further field activities upon immediate notice of such inappropriate behavior(s). A remediation program may also be specified along with formal evaluation criteria to determine if the unprofessional conduct has been remedied. Following remediation, the Teacher Education Program administrative team will determine if the probation should be lifted, continued, or if the Apprentice Teacher should be dismissed from the program.

#### *c. Procedures for Dismissal*

Dismissal may occur, at a minimum, for any of the reasons outlined in section II.

The Associate Dean for the Morgridge College of Education will be alerted in writing to the likelihood of an Apprentice Teacher being dismissed from the program. The decision to dismiss will be made by the Teacher Education Program Director and a letter of dismissal drafted. A draft of the letter must be presented to the Associate Dean of the Morgridge College of Education before it is sent or hand delivered to the Apprentice Teacher. A meeting will be scheduled with the Apprentice Teacher and the Teacher Education Program for the purpose of delivering a letter of dismissal and to outline for the Apprentice Teacher the following considerations:

1. The last day to visit his/her field placement.
2. The last day the Apprentice Teacher is expected to attend academic classes or program functions.
3. Financial obligations, if any, associated with dismissal from the program.

4. If appropriate, the policies and procedures for re-applying to the Teacher Education Program at a later date, or any other academic program at DU.

A copy of the letter will be placed in the Apprentice Teacher's academic file. The Apprentice Teacher will be terminated from enrollment in the Teacher Education Program. Participation in any future classes at the University of Denver must be approved via a new application to another academic program for admission prior to enrollment.

### **Plagiarism Policy**

The Teacher Education Program at the University of Denver considers plagiarism in any form a serious offence. If it comes to the attention of the instructor that work submitted is not the Apprentice Teacher's own, the instructor is required to bring this to the attention of the TEP Director for appropriate action by the University's honor code board.

### **Guest Status Policy**

Apprentice Teachers are expected to demonstrate professional behavior both in TEP classrooms and field placements. Apprentice Teachers will recognize their "guest status" in field placements and Fieldwork Assignment, and act in accordance with school district and school site policies and procedures related to, but not limited to, conduct and dress.

Apprentice Teachers in field placements must respect the confidentiality of student records and exercise discretion in their discussions/observations with students, parents, faculty, and staff. **In all TEP classroom and field placement situations, Apprentice Teachers are expected to conduct themselves in a professional and courteous manner.**

In accordance with procedures in the TEP Student Handbook, all Apprentice Teachers are required to make progress toward successful completion of Fieldwork Assignment and mastery of the competencies required for Colorado teacher licensure.

## PROCEDURE FOR ACADEMIC GRIEVANCES FOR GRADUATE STUDENTS

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the [Graduate Studies manual on Grade Appeals and Academic Grievances](#) for further information.

### Strike Policy

In the unlikely possibility that an Apprentice Teacher is assigned to a district that goes on strike, the following procedures will be followed:

- If a strike is anticipated, the Apprentice Teacher will notify his/her Supervisor. If a strike is put into effect, the Mentor Teacher and Apprentice Teacher will contact the University Supervisor, who will immediately contact the TEP Director.
- The Apprentice Teacher will not, under any circumstance, take part in any of the district's strike activities.
- There will be a clear understanding between all parties—Mentor Teachers, Apprentice Teachers and school administrators—that the Apprentice Teacher will not enter the school building during a strike without first obtaining the permission of the Mentor Teacher, the school administrator, and the president of the local teachers' association. If it is necessary for the Apprentice Teacher to enter the building, the Mentor Teacher will obtain the necessary approval of all parties on behalf of the Apprentice Teacher.
- During a short term strike (1 to 5 days), the Apprentice Teacher will utilize his/her time by completing visitations to other schools, preparing lesson plans and other instructional materials, and gathering information for course projects or assignments.
- If it appears that the strike might become prolonged, it may be necessary to reassign the Apprentice Teacher to another school site.

### Tracking

Occasionally, a Apprentice Teacher assignment is in a school that operates on a year-round (tracking) calendar. If the Mentor Teacher is scheduled to go "off track" during the Apprentice Teacher's fieldwork assignment, the Mentor Teacher and Apprentice Teacher mutually agree on one of the two following options: either the Apprentice Teacher will go "off track" with the Mentor Teacher, or the Apprentice Teacher will be placed with a second Mentor Teacher and classroom to complete the fieldwork assignment. Both of these possible scenarios require that arrangements be made before the placement begins. Please refer to the Memorandum of Understanding for Fieldwork assignment in Year Round Schools Tracking.

## GETTING READY

The Apprentice Teacher will:

- Become familiar with information in this handbook, MCE Bulletin, and all DU policies;
- Attend the fall Apprentice Teacher orientation in August;
- Seek the school information and demographic data needed to become oriented and comfortable in the school setting;
- Seek ways to become a productive, contributing member of the school;
- Quickly learn students' names and the Mentor Teacher's rules, routines and expectations for students;
- Introduce yourself to other school personnel with whom you come in contact;
- Communicate the dates and times for scheduled observations with your University Supervisor.

The Mentor Teacher will:

- Become familiar with information in this handbook;
- Prepare your students for the Apprentice Teacher's arrival;
- Make provision for the Apprentice Teacher to have a prominent location to observe and be able to freely move around the classroom to work with students;
- Make provision for the Apprentice Teacher to have a desk to use;
- Provide access to school handbooks, textbooks, curriculum guides, and seating charts or student rosters to the Apprentice Teacher;
- Review the suggested sequence of the Field Experience Responsibilities
- Introduce the Apprentice Teacher to your students in a manner that establishes the Apprentice Teacher as your partner and colleague;
- Introduce the Apprentice Teacher to faculty, staff, and administrators;
- Orient the Apprentice Teacher to the building and discuss pertinent policies, procedures, and routines;
- Acquaint the Apprentice Teacher with district and school policies, procedures, and routines;
- Involve the Apprentice Teacher in basic activities such as taking roll, working with individual students or groups, checking assignments and correcting papers, and planning and presenting short lessons;

## ROLES AND RESPONSIBILITIES

### University Supervisor/TEP Advisor

TEP advisors are the first line of communication between the program and apprentice teacher and as such are expected to represent the program and actively address student concerns and academic issues in a timely and professional fashion. The TEP advisor is responsible for tracking the student's progress through the program and ensuring that he/she is adhering to all MCE policies. Communication is vital to effective professional development of TEP apprentice teachers. Upon entering the program each student will be assigned a faculty advisor. The TEP faculty advisor is typically the instructor leading the Field Experience Seminar that meets all three quarters of the TEP program. In most cases apprentice teachers are assigned to advisors based on licensure area. Apprentice teachers are encouraged to seek advice and or support from any of the faculty in the TEP program. TEP apprentice teachers and faculty advisor will meet and review the advisor responsibilities during TEP program orientation in the summer. Advisor responsibilities include:

- Timely responses to apprentice teacher requests for meetings or feedback. It is recommended that advisors discuss with advisees their timeline and boundaries for email or phone messages. Generally, advisees should expect at least a 24 hour window for hearing back from the TEP advisor.
- Making sure students are registering and enrolling in the right TEP classes and sections.
- Tracking apprentice teacher performance through the program, including alerting other TEP faculty and the program Director about any unprofessional behavior, difficulty acquiring knowledge of teaching, resisting academic or field placement feedback, or showing difficulty in mastering the program performance expectations. If needed, the advisor should initiate the elements of the “Struggling Student Protocol” outlined in this handbook.
- Meeting with apprentice teachers (advisees) at least once a quarter to address advising concerns such as: program feedback, faculty feedback, course selection, graduation registration, and program performance. Advisees can schedule meetings more frequently to address program, academic, or field placement questions.
- Assisting advisees in the process of applying for teaching positions, including: resume and cover letter writing, writing letters of recommendation, and tracking upcoming school openings.

### Field Coordinator

The Field Coordinator works with partner schools and districts to secure, develop, and troubleshoot field placements for Apprentice Teachers. Specific responsibilities include:

- Developing and assessing field observation documents
- Aligning field documents and supervision to standards-based instruction

## **DEMONSTRATION OF LEARNING (DOL)**

The Demonstration of Learning (DOL) is the culminating, integrated performance assessment which all Apprentice Teachers must successfully complete in order to be recommended to the State of Colorado for licensure by the University of Denver. Specific DOL assignments are defined and delineated in the Demonstration of Learning guide.

The components of the DOL are assigned and discussed in the student teachers' DU classes, as well as the field experience course.

## **TRIAD CONFERENCES**

Triad conferences are held between the Apprentice Teacher, Mentor Teacher, and University Supervisor. The purpose of triad meetings is to discuss the Apprentice Teacher's progress, strengths, and areas for improvement.

Triad meetings may also be used to document unsatisfactory progress of Teacher Apprentices. When this occurs, the procedures for unsatisfactory progress within the TEP are begun.

**MENTOR AGREEMENT  
ELEMENTARY**

The role of the Mentor Teacher is to be a model teacher and a mentor to the teacher candidate. Specific Mentor Teacher responsibilities include:

- Provide regular, informal feedback about Apprentice Teacher performance
- Participate in online orientation session
- Participate in 2-3 triad meetings (University Supervisor, Mentor, and Apprentice Teacher)

The Teacher Education Program recognizes and appreciates the Mentor Teacher as a partner in the development of our Apprentice Teachers. In exchange for hosting an Apprentice Teacher, Mentor Teachers receive:

- Stipend
- 30 hours toward CDE license renewal for student teacher supervision

Mentor Name: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_



## MENTOR AGREEMENT SECONDARY

The role of the Mentor Teacher is to be a model teacher and a mentor to the teacher candidate. Specific Mentor Teacher responsibilities include:

- Provide regular, informal feedback about Apprentice Teacher performance
- Participate in online orientation session
- Participate in 1 triad meeting per session (University Supervisor, Mentor, and Apprentice Teacher)

The Teacher Education Program recognizes and appreciates the Mentor Teacher as a partner in the development of our Apprentice Teachers. In exchange for hosting an Apprentice Teacher, Mentor Teachers receive:

- Small stipend per session
- 30 hours toward CDE license renewal for student teacher supervision

Mentor Name: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

## 2012-2013 SUGGESTED FIELDWORK CALENDAR: ELEMENTARY

Week	Apprentice Responsibility	Notes
August 20-27	Observation and Planning	Apprentice Teachers (ATs) may attend school-based professional development and/or planning sessions
Sep 10-14	Observation	Beginning of Fall Quarter ATs in schools 3 days per week: Tuesday-Thursday
Sep 17-22	Observation	ATs should be actively engaged in assisting students, as directed by Mentor Teacher
Sep 24-28	One lesson	ATs should use Mentor or District-provided lesson plans
Oct 1-5	One minute lesson	Lesson may include whole group, small group, or individualized instruction
Oct 8-12	One lesson	
Oct 15-19	One-two lessons	
Oct 22-26	One-two lessons	
Oct 29-Nov 2	One-two lessons	Formal Evaluations in November
Nov 5-9	Two-three lessons	Triads: Mentor, University Supervisor and AT
Nov 12-16	Two-three lessons	
Nov 19-23	Two-three lessons	
Nov 26-30	Two-three lessons	
Dec 3-7	Two-three lessons	
Jan 7-11	Two-three lessons	Beginning of Winter Quarter ATs may begin to plan their own lessons
Jan 14-18	Two-three lessons	
Jan 21-25	Two-three lessons	
Jan 28-Feb 1	Two-three lessons	
Feb 4-8	Two-three lessons	
Feb 11-15	Two-three lessons	Formal Evaluations, depending on testing schedule
Feb 18-22	Three-four lessons	
Feb 25-Mar 1	Three-four lessons	
Mar 4-8	TCAP Testing (where applicable)	ATs may assist with testing as needed
Mar 11-15	TCAP Testing	
Mar 25-29	Denver Public Schools Spring Vacation	Beginning of Spring Quarter

Apr 1-5	Three-four lessons	Students in schools 4 days per week: Monday-Thursday
Apr 8-12	One half-day Solo Teaching	Triad #2
Apr 15-19	One half-day Solo Teaching	
Apr 22-26	One full-day Solo Teaching	
Apr 29-May 3	Two full days Solo Teaching	Final Evaluations in May
May 6-10	Two full days Solo Teaching	
May 13-17	Three-Four full days Solo Teaching	
May 20-24	Three-Four full days Solo Teaching	
May 27-31	Three-Four full days Solo Teaching	

**2012-2013 SUGGESTED FIELDWORK CALENDAR: SECONDARY  
SESSION 1**

Dates	Apprentice Responsibility	Notes
Aug 20-27	Observation and Planning	Apprentice Teachers (ATs) may attend school-based professional development and/or planning sessions
Sep 10-14	Observation	Beginning of Fall Quarter Students in schools 3 days per week: Tuesday-Thursday
Sep 17-22	Observation	ATs should be actively engaged in assisting students, as directed by Mentor Teacher
Sep 24-28	Observation	
Oct 1-5	One lesson	ATs should use Mentor or District-provided lesson plans
Oct 8-12	One lesson	Lesson may include whole group, small group, or individualized instruction
Oct 15-19	One-two lessons	
Oct 22-26	One-two lessons	
Oct 29-Nov 2	One-two lessons	Formal Evaluations in November
Nov 5-9	Two-three lessons	Triads: Mentor, University Supervisor and AT
Nov 12-16	Two-three lessons	
Nov 19-23	Two-three lessons	
Nov 26-30	Two-three lessons	
Dec 3-7	Two-three lessons	

**2012-2013 SUGGESTED FIELDWORK CALENDAR: SECONDARY  
SESSION 2**

Dates	Apprentice Responsibility	Notes
Jan 7-11	Observation	Beginning of Winter Quarter
Jan 14-18	One-two lessons	ATs may begin to plan their own lessons
Jan 21-25	One-two lessons	
Jan 28-Feb 1	Two-three lessons	
Feb 4-8	Two-three lessons	
Feb 11-15	Two-three lessons	Formal Evaluations, depending on testing schedule
Feb 18-22	Three-four lessons	
Feb 25-Mar 1	Three-four lessons	
Mar 4-8	TCAP Testing	ATs may assist with testing as needed
Mar 11-15	TCAP Testing	
Mar 25-29	Denver Public Schools Spring Vacation	Beginning of Spring Quarter
Apr 1-5	Three-four lessons	Students in schools 4 days per week: Monday-Thursday
Apr 8-12	One half-day Solo Teaching	Triad #2
Apr 15-19	One half-day Solo Teaching	
Apr 22-26	One full-day Solo Teaching	
Apr 29-May 3	Two full days Solo Teaching	Formal evaluations in May
May 6-10	Two full days Solo Teaching	
May 13-17	Three full days Solo Teaching	
May 20-24	Three full days Solo Teaching	
May 27-31	Three full days Solo Teaching	

## OBSERVATION FORMS AND PROTOCOLS

“The Framework for Effective and Equitable Teaching and the accompanying rubrics, observation protocols, and field experience documents are living documents and are subject to change as new information or data on program effectiveness emerges.”

## TEACHER EDUCATION PROGRAM FRAMEWORK FOR EFFECTIVE TEACHING

### Table of Contents

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**Teacher Education Program**  
**Framework for Effective Teaching**

**Dimension, Competencies, and Indicators of an Effective Teacher**

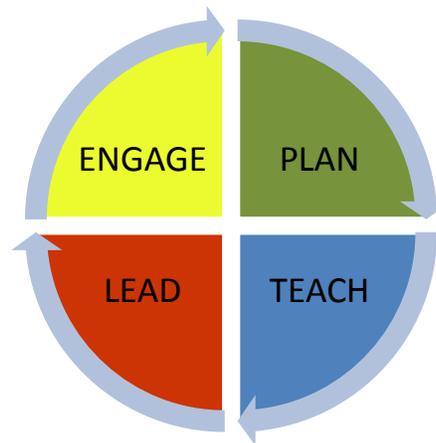
**EFFECTIVE TEACHERS** engage, plan, teach, and lead to make measurable gains in student learning and engagement through four critical dimensions:

**ENGAGE**      **Learning Community.** Engage students in an inclusive and supportive learning community.

**PLAN**        **Instructional Planning:** Plan measureable, standards- and outcome-based lesson and unit plans.

**TEACH**      **Instructional Strategies:** Teach equitably by establishing relevance and high expectations for student achievement.

**LEAD**        **Teacher Leadership:** Lead by contributing to a positive and collaborative culture through a focus on student development and growth.



## Teacher Education Program Framework for Effective Teaching: Scope and Sequence

Fall  Winter  Spring  F/W/S quarters  Coursework

Dimensions	Competency	Indicator
<b>ENGAGE</b> <b>Learning Community</b> Engage students in an inclusive and supportive learning community.	1.1 Establish respectful and productive relationships with students and families.	LC.1 Demonstrates interest, value, and respect for students' home culture, and community.
		LC.2 Demonstrates positive rapport (e.g. empathy, patience, caring) with students and positive rapport among peers.
		LC.3 Elicits feedback from students and families on students' needs and provides timely resources to support student progress.
		LC.4 Models and teaches effective skills in listening, clarifying, mediating, and advocating for self and others.
	1.2 Use equitable classroom management strategies.	LC.5 Implements a predictable and proactive behavior management system that promotes student independence and accountability to self and peers.
		LC.6 Uses transition strategies effectively to maximize time on task.
		LC.7 Promptly redirects inappropriate behaviors and enforces consequences.
		LC.8 Collects and analyzes classroom behavior data and makes modifications to meet short and long term goals.
		LC.9 Uses developmentally appropriate classroom management strategies.
	1.3 Facilitate student motivation.	LC.10 Communicates belief in capacity of all learners to achieve at high levels.
		LC.11 Provides positive and constructive feedback.
		LC.12 Displays student work and exemplars to recognize progress and foster student motivation.
		LC.13 Incorporates student voice and choice in shared decision-making of classroom expectations.
		LC.14 Uses a variety of interactive technologies to increase interaction in local and global learning communities.
	1.4 Use classroom resources and space effectively.	LC.15 Arranges physical space to facilitate student safety, access to materials, and opportunities for individual and collaborative learning.
		LC.16 Provides a variety of manipulatives and realia that support learning outcomes and meet diverse learning styles.
<b>PLAN</b> <b>Instructional Planning:</b> Plan measurable, standards- and outcome-based lesson and unit plans.	2.1 Use knowledge of curriculum and content to develop units of study	P.1 Identify big ideas, essential content concepts, and enduring understandings
		P.2 Creates logical and connected units of study that are aligned to relevant content and language standards
		P.3 Builds content and interdisciplinary connections across subject areas.
		P.4 Incorporates academic language development, literacy, and numeracy across the curriculum.
	2.2 Incorporate valid assessments and use data to plan instruction.	P.5 Designs rigorous and relevant unit performance tasks
		P.6 Uses student assessment data to set SMART unit goals (specific, measurable, attainable, realistic and timely).
		P.7 Uses formative and summative assessment tools to analyze students' strengths, diagnose learning needs, track student progress, and set learning goals.
		P.8 Collaborates with mentor teacher and school colleagues to guide short-and long-term planning.
	2.3 Design measurable, standards- and outcome-based lessons.	P.9 Designs a sequence of lessons aligned to unit goals.
		P.10 Sets lesson language and content objectives based on unit goals and measurable learning outcomes.
		P.11 Creates a logical sequence in lesson plan, with each component aligning to lesson objectives and assessment methods.
		P.12 Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that counteract stereotypes and incorporate the histories and contributions of diverse populations.
		P.13 Uses prior assessment data to design differentiated learning experiences for diverse learners (e.g. ELL, special education, gifted).
		P.14 Designs learning experiences that promote creativity and innovation, collaboration, critical thinking and problem-solving, reasoning, and the ability to discern, evaluate, and use information.
	2.4 Integrate knowledge of student progress and development.	P.15 Anticipates prerequisite content and language knowledge and skills including typical errors, misconceptions, and proficiency levels.
		P.16 Uses aggregated and disaggregated data points to analyze trends in student progress, identify strengths and needs, and set individual learning goals.
		P.17 Sets developmentally appropriate and challenging expectations.
		P.18 Incorporates multiple perspectives, meta-cognitive strategies, and real-world application to challenge students.

	2.5 Integrate materials, resources, and technology.	P.19	Uses, modifies, supplements, and adjusts district-approved curriculum to plan learning goals and adapt to learning needs of students.
		P.20	Incorporates technology to promote higher-order thinking skills, increase student interaction, and encourage self-directed learning.
		P.21	Incorporates students' native language and uses materials in students' home language/dialect to increase comprehension of language and content.
		P.22	Includes materials and resources that reflect the culture(s) of students and expose students to a variety of cultures.
<b>TEACH</b> <b>Instructional Strategies:</b> Teach equitably by establishing relevance and high expectations for student achievement.	3.1 Facilitate objective-based, well-paced lesson.	T.1	Posts, previews, and reviews standards and language and content objectives.
		T.2	Provides rationale for lesson, including its connection to bigger goals and to students' lives.
		T.3	Clearly defines performance expectations orally and in writing in student-friendly language.
		T.4	Follows and/or adjusts lesson components to align learning experiences to objectives.
		T.5	Adequately paces learning experiences by attending to student learning cues.
	3.2 Use formal and informal assessment data to monitor student progress toward learning targets.	T.6	Measures individual and collective progress toward lesson objectives through an organized data monitoring system.
		T.7	Engages students in continually assessing their own progress toward lesson objectives.
		T.8	Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions.
		T.9	Provides consistent checks for understanding using students' verbal and non-verbal feedback to monitor student learning and adjust instruction.
	3.3 Promotes critical thinking through high-level questions and concepts.	T.10	Provides clear, concise, and comprehensive explanations and representations of content.
		T.11	Engages students in lesson experiences that require students to use higher-level strategies including: analyzing data, thinking creatively, developing and testing innovative ideas, synthesizing knowledge, and evaluating conclusions.
		T.12	Poses higher-level questions and probes for critical thinking using words such as "apply," "analyze," "evaluate," and "create."
	3.4 Maximize student engagement.	T.13	Connects content to students' background experiences, prior content knowledge, skills, and interests.
		T.14	Uses questioning and discussion strategies to engage students in academic talk.
		T.15	Uses a variety of active engagement strategies and monitors student participation.
		T.16	Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.
		T.17	Targets multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.
		T.18	Provides clear, concise, and comprehensive explanations and representations of content.
3.5 Make content and language accessible to all learners.	T.19	Applies instructional methods and strategies to make language and content comprehensible.	
	T.20	Makes strategic use of students' first language to increase comprehension of language and content.	
	T.21	Uses a variety of materials, resources, tools, and assistive technology to support student learning, and modifies when appropriate.	
	T.22	Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.	
	T.23	Analyzes student work and assessment data to determine individual and group learning needs.	
3.6 Differentiate instruction by implementing accommodations and extensions.	T.24	Differentiates instruction according to students' levels of language proficiency, academic proficiency, or interest.	
	T.25	Integrates strategies that accelerate oral language development.	
	T.26	Applies interventions, modifications, and accommodations based on IEPs, IFSPs, IAPs, and other legal requirements.	
	T.27	Collaborates with a range of support specialists to develop and use appropriate strategies and resources to meet the learning needs of diverse learners.	
	T.28	Collaborates with a range of support specialists to develop and use appropriate strategies and resources to meet the learning needs of diverse learners.	
<b>LEAD</b> <b>Teacher Leadership</b> Lead by contributing to a positive and collaborative culture through a focus on student development and growth	4.1 Demonstrate professionalism and communicate effectively.	L1	Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality and follow procedures as specified in state, federal, and local statutes.
		L2	Maintains professional demeanor and appearance in accordance with school and district policy.
		L3	Builds and maintains professional relationships with colleagues.
		L4	Uses standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.
		L5	Demonstrates honesty, integrity, fair treatment, and respect for others.
	4.2 Analyze practice for continuous improvement.	L6	Assumes responsibility for students' growth and equitable practice
		L7	Works collaboratively with program faculty and school mentor to analyze student performance data.
		L8	Uses data as a tool for reflective analysis of teacher practice and student learning.

		L9	Understands how beliefs and biases impact teaching and learning, and makes personal and instructional adjustments.
		L10	Investigates content standards developed by professional organizations in specialty areas and accesses current research about student learning and pedagogy.
		L11	Develops professional development plan to guide professional growth.
	4.3 Demonstrate professional leadership.	L11	Participates in school and district improvement initiatives.
	L12	Participates in civic and cultural activities that improve the community, school, and classroom.	

## Field Evaluation Fall 2012-2013

Apprentice:

Supervisor:

Date:

Dimension	Competency and Indicators	Feedback and Evidence	Performance (U, D, P, A)
<b>ENGAGE</b> Learning Community	1.1 Establish respectful and productive relationships with students and families. <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates interest, value, and respect for students' home culture and community</li> <li><input type="checkbox"/> Demonstrates positive rapport (e.g. empathy, patience, caring) with students and positive rapport among peers.</li> <li><input type="checkbox"/> Elicits feedback from students and families on students' needs and provides timely resources to support student progress.</li> <li><input type="checkbox"/> Models and teaches effective skills in listening, clarifying, mediating, and advocating for self and others.</li> </ul>	•	
	1.2 Use equitable classroom management strategies. <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements a predictable and proactive behavior management system that promotes student independence and accountability to self and peers</li> <li><input type="checkbox"/> Uses transition strategies effectively to maximize time on task</li> <li><input type="checkbox"/> Promptly redirects inappropriate behaviors and enforces consequences</li> <li><input type="checkbox"/> Uses developmentally appropriate classroom management strategies.</li> </ul>		
	1.3 Facilitate student motivation. <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates belief in capacity of all learners to achieve at high levels.</li> <li><input type="checkbox"/> Provides positive and constructive feedback.</li> </ul>		
	1.4 Use classroom resources and space effectively. <ul style="list-style-type: none"> <li><input type="checkbox"/> Arranges physical space to facilitate student safety, access to materials, and opportunities for individual and collaborative learning</li> </ul>		

<b>TEACH</b> Instructional Strategies	3.1 Facilitate objective-based, well-paced lesson. <ul style="list-style-type: none"> <li><input type="checkbox"/> Post, preview, and review standards, and language and content objectives</li> <li><input type="checkbox"/> Provide rationale for lesson, including its connection to bigger goals and to students' lives</li> <li><input type="checkbox"/> Clearly defines performance expectations orally and in writing in student-friendly language.</li> <li><input type="checkbox"/> Follows and/or adjusts lesson components to align learning experiences to objectives.</li> <li><input type="checkbox"/> Adequately paces learning experiences by attending to student learning cues.</li> </ul>		
	3.4 Maximize student engagement. <ul style="list-style-type: none"> <li><input type="checkbox"/> Connects content to students' background experiences, prior content knowledge, skills, and interests.</li> </ul>		
	3.5 Make content and language accessible to all learners. <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.</li> </ul>		
<b>LEAD</b> Teacher Leadership	4.1 Demonstrate professionalism and communicate effectively. <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality and follow procedures as specified in state, federal, and local statutes.</li> <li><input type="checkbox"/> Maintains professional demeanor and appearance in accordance with school and district policy.</li> <li><input type="checkbox"/> Builds and maintains professional relationships with colleagues.</li> <li><input type="checkbox"/> Uses standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.</li> <li><input type="checkbox"/> Demonstrates honesty, integrity, fair treatment, and respect for others.</li> </ul>		

<b>Areas of strength:</b>	
<b>Areas of growth:</b>	
<b>Interventions to next level of development:</b>	
<b>Goals:</b>	

## Field Evaluation Winter 2012-2013

Apprentice:

Supervisor:

Date:

Dimension	Competency and Indicators	Feedback and Evidence	Performance (U, D, P, A)
<b>ENGAGE</b> Learning Community	1.1 Establish respectful and productive relationships with students and families. <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates interest, value, and respect for students' home culture and community</li> <li><input type="checkbox"/> Demonstrates positive rapport (e.g. empathy, patience, caring) with students and positive rapport among peers.</li> <li><input type="checkbox"/> Elicits feedback from students and families on students' needs and provides timely resources to support student progress.</li> <li><input type="checkbox"/> Models and teaches effective skills in listening, clarifying, mediating, and advocating for self and others.</li> </ul>	•	
	1.2 Use equitable classroom management strategies. <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements a predictable and proactive behavior management system that promotes student independence and accountability to self and peers</li> <li><input type="checkbox"/> Uses transition strategies effectively to maximize time on task</li> <li><input type="checkbox"/> Promptly redirects inappropriate behaviors and enforces consequences</li> <li><input type="checkbox"/> Collects and analyzes classroom behavior data and makes modifications to meet short and long term goals.</li> <li><input type="checkbox"/> Uses developmentally appropriate classroom management strategies.</li> </ul>		
	1.3 Facilitate student motivation. <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates belief in capacity of all learners to achieve at high levels.</li> <li><input type="checkbox"/> Provides positive and constructive feedback.</li> <li><input type="checkbox"/> Displays student work and exemplars to recognize progress and foster student motivation.</li> <li><input type="checkbox"/> Uses a variety of interactive technologies to increase interaction in local and global learning communities.</li> </ul>		
	1.4 Use classroom resources and space effectively. <ul style="list-style-type: none"> <li><input type="checkbox"/> Arranges physical space to facilitate student safety, access to materials, and opportunities for individual and collaborative learning</li> </ul>		

<b>TEACH</b> Instructional Strategies	<p>3.1 Facilitate objective-based, well-paced lesson.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post, preview, and review standards, and language and content objectives</li> <li><input type="checkbox"/> Provide rationale for lesson, including its connection to bigger goals and to students' lives</li> <li><input type="checkbox"/> Clearly defines performance expectations orally and in writing in student-friendly language.</li> <li><input type="checkbox"/> Follows and/or adjusts lesson components to align learning experiences to objectives.</li> <li><input type="checkbox"/> Adequately paces learning experiences by attending to student learning cues.</li> </ul>		
	<p>3.2 Use formal and informal assessment data to monitor student progress toward learning targets.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures individual and collective progress toward lesson objectives through an organized data monitoring system.</li> <li><input type="checkbox"/> Engages students in continually assessing their own progress toward lesson objectives.</li> <li><input type="checkbox"/> Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions.</li> <li><input type="checkbox"/> Provides consistent checks for understanding using students' verbal and non-verbal feedback to monitor student learning and adjust instruction.</li> </ul>		
	<p>3.4 Maximize student engagement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connects content to students' background experiences, prior content knowledge, skills, and interests.</li> </ul>		
	<p>3.5 Make content and language accessible to all learners.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides clear, concise, and comprehensive explanations and representations of content.</li> <li><input type="checkbox"/> Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.</li> </ul>		
<b>LEAD</b> Teacher Leadership	<p>4.1 Demonstrate professionalism and communicate effectively.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality and follow procedures as specified in state, federal, and local statutes.</li> <li><input type="checkbox"/> Maintains professional demeanor and appearance in accordance with school and district policy.</li> <li><input type="checkbox"/> Builds and maintains professional relationships with colleagues.</li> <li><input type="checkbox"/> Uses standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.</li> <li><input type="checkbox"/> Demonstrates honesty, integrity, fair treatment, and respect for others.</li> </ul>		

<b>Areas of strength:</b>	
<b>Areas of growth:</b>	
<b>Interventions to next level of development:</b>	
<b>Goals:</b>	

## Field Evaluation Spring 2012-2013

Apprentice:

Supervisor:

Date:

Dimension	Competency and Indicators	Feedback and Evidence	Performance (U, D, P, A)
<b>ENGAGE</b> Learning Community	1.1 Establish respectful and productive relationships with students and families. <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates interest, value, and respect for students' home culture and community</li> <li><input type="checkbox"/> Demonstrates positive rapport (e.g. empathy, patience, caring) with students and positive rapport among peers.</li> <li><input type="checkbox"/> Elicits feedback from students and families on students' needs and provides timely resources to support student progress.</li> <li><input type="checkbox"/> Models and teaches effective skills in listening, clarifying, mediating, and advocating for self and others.</li> </ul>	•	
	1.2 Use equitable classroom management strategies. <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements a predictable and proactive behavior management system that promotes student independence and accountability to self and peers</li> <li><input type="checkbox"/> Uses transition strategies effectively to maximize time on task</li> <li><input type="checkbox"/> Promptly redirects inappropriate behaviors and enforces consequences</li> <li><input type="checkbox"/> Collects and analyzes classroom behavior data and makes modifications to meet short and long term goals.</li> <li><input type="checkbox"/> Uses developmentally appropriate classroom management strategies.</li> </ul>		
	1.3 Facilitate student motivation. <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates belief in capacity of all learners to achieve at high levels.</li> <li><input type="checkbox"/> Provides positive and constructive feedback.</li> <li><input type="checkbox"/> Displays student work and exemplars to recognize progress and foster student motivation.</li> <li><input type="checkbox"/> Incorporates student voice and choice in shared decision-making of classroom expectations.</li> <li><input type="checkbox"/> Uses a variety of interactive technologies to increase interaction in local and global learning communities.</li> </ul>		

	<p>1.4 Use classroom resources and space effectively.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arranges physical space to facilitate student safety, access to materials, and opportunities for individual and collaborative learning</li> <li><input type="checkbox"/> Provides a variety of manipulatives and realia that support learning outcomes and meet diverse learning styles.</li> </ul>		
<b>TEACH</b> Instructional Strategies	<p>3.1 Facilitate objective-based, well-paced lesson.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post, preview, and review standards, and language and content objectives</li> <li><input type="checkbox"/> Provide rationale for lesson, including its connection to bigger goals and to students' lives</li> <li><input type="checkbox"/> Clearly defines performance expectations orally and in writing in student-friendly language.</li> <li><input type="checkbox"/> Follows and/or adjusts lesson components to align learning experiences to objectives.</li> <li><input type="checkbox"/> Adequately paces learning experiences by attending to student learning cues.</li> </ul>		
	<p>3.2 Use formal and informal assessment data to monitor student progress toward learning targets.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures individual and collective progress toward lesson objectives through an organized data monitoring system.</li> <li><input type="checkbox"/> Engages students in continually assessing their own progress toward lesson objectives.</li> <li><input type="checkbox"/> Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions.</li> <li><input type="checkbox"/> Provides consistent checks for understanding using students' verbal and non-verbal feedback to monitor student learning and adjust instruction.</li> </ul>		
	<p>3.3 Promotes critical thinking through high-level questions and concepts.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides clear, concise, and comprehensive explanations and representations of content.</li> <li><input type="checkbox"/> Engages students in lesson experiences that require students to use higher-level strategies including: analyzing data, thinking creatively, developing and testing innovative ideas, synthesizing knowledge, and evaluating conclusions.</li> <li><input type="checkbox"/> Poses higher-level questions and probes for critical thinking using words such as "apply," "analyze," "evaluate," and "create."</li> </ul>		

	<p>3.4 Maximize student engagement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connects content to students' background experiences, prior content knowledge, skills, and interests.</li> <li><input type="checkbox"/> Uses questioning and discussion strategies to engage students in academic talk.</li> <li><input type="checkbox"/> Uses a variety of active engagement strategies and monitors student participation.</li> <li><input type="checkbox"/> Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.</li> <li><input type="checkbox"/> Targets multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.</li> </ul>		
	<p>3.5 Make content and language accessible to all learners.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides clear, concise, and comprehensive explanations and representations of content.</li> <li><input type="checkbox"/> Applies instructional methods and strategies to make language and content comprehensible.</li> <li><input type="checkbox"/> Makes strategic use of students' first language to increase comprehension of language and content.</li> <li><input type="checkbox"/> Uses a variety of materials, resources, tools, and assistive technology to support student learning, and modifies when appropriate.</li> <li><input type="checkbox"/> Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.</li> </ul>		
	<p>3.6 Differentiate instruction by implementing accommodations and extensions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes student work and assessment data to determine individual and group learning needs.</li> <li><input type="checkbox"/> Differentiates instruction according to students' levels of language proficiency, academic proficiency, or interest.</li> <li><input type="checkbox"/> Integrates strategies that accelerate oral language development.</li> <li><input type="checkbox"/> Applies interventions, modifications, and accommodations based on IEPs, IFSPs, IAPs, and other legal requirements.</li> <li><input type="checkbox"/> Collaborates with a range of support specialists to develop and use appropriate strategies and resources to meet the learning needs of diverse learners.</li> </ul>		



<p style="text-align: center;"><b>LEAD</b> Teacher Leadership</p>	<p>4.1 Demonstrate professionalism and communicate effectively.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality and follow procedures as specified in state, federal, and local statutes.</li><li><input type="checkbox"/> Maintains professional demeanor and appearance in accordance with school and district policy.</li><li><input type="checkbox"/> Builds and maintains professional relationships with colleagues.</li><li><input type="checkbox"/> Uses standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.</li><li><input type="checkbox"/> Demonstrates honesty, integrity, fair treatment, and respect for others.</li></ul>		
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<b>Areas of strength:</b>	
<b>Areas of growth:</b>	
<b>Interventions to next level of development:</b>	
<b>Goals:</b>	

### Field Evaluation End of Program Self-Assessment

Dimensions	Competency		Indicator	Performance (U, D, P, A)	Evidence
<b>ENGAGE</b> <b>Learning Community</b> Engage students in an inclusive and supportive learning community.	1.1 Establish respectful and productive relationships with students and families.	LC.1	Demonstrates interest, value, and respect for students' home culture, and community.		
		LC.2	Demonstrates positive rapport (e.g. empathy, patience, caring) with students and positive rapport among peers.		
		LC.3	Elicits feedback from students and families on students' needs and provides timely resources to support student progress.		
		LC.4	Models and teaches effective skills in listening, clarifying, mediating, and advocating for self and others.		
	1.2 Use equitable classroom management strategies.	LC.5	Implements a predictable and proactive behavior management system that promotes student independence and accountability to self and peers.		
		LC.6	Uses transition strategies effectively to maximize time on task.		
		LC.7	Promptly redirects inappropriate behaviors and enforces consequences.		
		LC.8	Collects and analyzes classroom behavior data and makes modifications to meet short and long term goals.		
		LC.9	Uses developmentally appropriate classroom management strategies.		
	1.3 Facilitate student motivation.	LC.10	Communicates belief in capacity of all learners to achieve at high levels.		
		LC.11	Provides positive and constructive feedback.		
		LC.12	Displays student work and exemplars to recognize progress and foster student motivation.		
		LC.13	Incorporates student voice and choice in shared decision-making of classroom expectations.		
		LC.14	Uses a variety of interactive technologies to increase interaction in local and global learning communities.		
	1.4 Use classroom resources and space effectively.	LC.15	Arranges physical space to facilitate student safety, access to materials, and opportunities for individual and collaborative learning.		
		LC.16	Provides a variety of manipulatives and realia that support learning outcomes and meet diverse learning styles.		
<b>PLAN</b> <b>Instructional Planning:</b> Plan measurable, standards- and outcome-based lesson and unit plans.	2.1 Use knowledge of curriculum and content to develop units of study	P.1	Identify big ideas, essential content concepts, and enduring understandings		
		P.2	Creates logical and connected units of study that are aligned to relevant content and language standards		
		P.3	Builds content and interdisciplinary connections across subject areas.		
		P.4	Incorporates academic language development, literacy, and numeracy across the curriculum.		
	2.2 Incorporate valid assessments and use data to plan instruction.	P.5	Designs rigorous and relevant unit performance tasks		
		P.6	Uses student assessment data to set SMART unit goals (specific, measurable, attainable, realistic and timely).		

		P.7	Uses formative and summative assessment tools to analyze students' strengths, diagnose learning needs, track student progress, and set learning goals.		
		P.8	Collaborates with mentor teacher and school colleagues to guide short-and long-term planning.		
	2.3 Design measurable, standards- and outcome-based lessons.	P.9	Designs a sequence of lessons aligned to unit goals.		
		P.10	Sets lesson language and content objectives based on unit goals and measurable learning outcomes.		
		P.11	Creates a logical sequence in lesson plan, with each component aligning to lesson objectives and assessment methods.		
		P.12	Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that counteract stereotypes and incorporate the histories and contributions of diverse populations.		
		P.13	Uses prior assessment data to design differentiated learning experiences for diverse learners (e.g. ELL, special education, gifted).		
		P.14	Designs learning experiences that promote creativity and innovation, collaboration, critical thinking and problem-solving, reasoning, and the ability to discern, evaluate, and use information.		
		2.4 Integrate knowledge of student progress and development.	P.15	Anticipates prerequisite content and language knowledge and skills including typical errors, misconceptions, and proficiency levels.	
	P.16		Uses aggregated and disaggregated data points to analyze trends in student progress, identify strengths and needs, and set individual learning goals.		
	P.17		Sets developmentally appropriate and challenging expectations.		
	P.18		Incorporates multiple perspectives, meta-cognitive strategies, and real-world application to challenge students.		
	2.5 Integrate materials, resources, and technology.	P.19	Uses, modifies, supplements, and adjusts district-approved curriculum to plan learning goals and adapt to learning needs of students.		
		P.20	Incorporates technology to promote higher-order thinking skills, increase student interaction, and encourage self-directed learning.		
		P.21	Incorporates students' native language and uses materials in students' home language/dialect to increase comprehension of language and content.		
		P.22	Includes materials and resources that reflect the culture(s) of students and expose students to a variety of cultures.		

<b>TEACH</b> <b>Instructional Strategies:</b> Teach equitably by establishing relevance and high expectations for student achievement.	3.1 Facilitate objective-based, well-paced lesson.	T.1	Posts, previews, and reviews standards and language and content objectives.		
		T.2	Provides rationale for lesson, including its connection to bigger goals and to students' lives.		
		T.3	Clearly defines performance expectations orally and in writing in student-friendly language.		
		T.4	Follows and/or adjusts lesson components to align learning experiences to objectives.		
		T.5	Adequately paces learning experiences by attending to student learning cues.		
	3.2 Use formal and informal assessment data to monitor student progress toward learning targets.	T.6	Measures individual and collective progress toward lesson objectives through an organized data monitoring system.		
		T.7	Engages students in continually assessing their own progress toward lesson objectives.		
		T.8	Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions.		
		T.9	Provides consistent checks for understanding using students' verbal and non-verbal feedback to monitor student learning and adjust instruction.		
	3.3 Promotes critical thinking through high-level questions and concepts.	T.10	Provides clear, concise, and comprehensive explanations and representations of content.		
		T.11	Engages students in lesson experiences that require students to use higher-level strategies including: analyzing data, thinking creatively, developing and testing innovative ideas, synthesizing knowledge, and evaluating conclusions.		
		T.12	Poses higher-level questions and probes for critical thinking using words such as "apply," "analyze," "evaluate," and "create."		
	3.4 Maximize student engagement.	T.13	Connects content to students' background experiences, prior content knowledge, skills, and interests.		
		T.14	Uses questioning and discussion strategies to engage students in academic talk.		
		T.15	Uses a variety of active engagement strategies and monitors student participation.		
		T.16	Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.		
		T.17	Targets multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.		
	3.5 Make content and language accessible to all learners.	T.18	Provides clear, concise, and comprehensive explanations and representations of content.		
		T.19	Applies instructional methods and strategies to make language and content comprehensible.		
		T.20	Makes strategic use of students' first language to increase comprehension of language and content.		
		T.21	Uses a variety of materials, resources, tools, and assistive technology to support student learning, and modifies when appropriate.		

		T.22	Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.		
	3.6 Differentiate instruction by implementing accommodations and extensions.	T.23	Analyzes student work and assessment data to determine individual and group learning needs.		
		T.24	Differentiates instruction according to students' levels of language proficiency, academic proficiency, or interest.		
		T.25	Integrates strategies that accelerate oral language development.		
		T.26	Applies interventions, modifications, and accommodations based on IEPs, IFSPs, IAPs, and other legal requirements.		
		T.27	Collaborates with a range of support specialists to develop and use appropriate strategies and resources to meet the learning needs of diverse learners.		
<b>LEAD</b> <b>Teacher Leadership</b> Lead by contributing to a positive and collaborative culture through a focus on student development and growth	4.1 Demonstrate professionalism and communicate effectively.	L1	Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality and follow procedures as specified in state, federal, and local statutes.		
		L2	Maintains professional demeanor and appearance in accordance with school and district policy.		
		L3	Builds and maintains professional relationships with colleagues.		
		L4	Uses standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.		
		L5	Demonstrates honesty, integrity, fair treatment, and respect for others.		
	4.2 Analyze practice for continuous improvement.	L6	Assumes responsibility for students' growth and equitable practice		
		L7	Works collaboratively with program faculty and school mentor to analyze student performance data.		
		L8	Uses data as a tool for reflective analysis of teacher practice and student learning.		
		L9	Understands how beliefs and biases impact teaching and learning, and makes personal and instructional adjustments.		
		L10	Investigates content standards developed by professional organizations in specialty areas and accesses current research about student learning and pedagogy.		
		L11	Develops professional development plan to guide professional growth.		
	4.3 Demonstrate professional leadership.	L11	Participates in school and district improvement initiatives.		
L12		Participates in civic and cultural activities that improve the community, school, and classroom.			

Areas of strength:

Areas of growth:

Supervisor feedback:

Professional development goals:

### Framework for Effective Teaching: Competencies Mastered in Coursework

Dimension	Competency	Indicator		Course
<b>PLAN</b> <b>Strategic Planning</b>	2.1 Use knowledge of curriculum and content to develop units of study	P.1	Identify big ideas, essential content concepts, and enduring understandings	CIA1
		P.2	Creates logical and connected units of study that are aligned to relevant content and language standards	CIA1
		P.3	Builds content and interdisciplinary connections across subject areas.	CIA1
		P.4	Incorporates academic language development, literacy, and numeracy across the curriculum.	CIA1
	2.2 Incorporate valid assessments and use data to plan instruction.	P.5	Designs rigorous and relevant unit performance tasks	CIA1
		P.6	Uses student assessment data to set SMART unit goals (specific, measurable, attainable, realistic and timely).	CIA1
		P.7	Uses formative and summative assessment tools to analyze students' strengths, diagnose learning needs, track student progress, and set learning goals.	CIA2
		P.8	Collaborates with mentor teacher and school colleagues to guide short-and long-term planning.	CIA2
	2.3 Design measureable, standards- and outcome-based lessons.	P.9	Designs a sequence of lessons aligned to unit goals.	CIA1
		P.10	Sets lesson language and content objectives based on unit goals and measurable learning outcomes.	CIA1
		P.11	Creates a logical sequence in lesson plan, with each component aligning to lesson objectives and assessment methods.	CIA1
		P.12	Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that counteract stereotypes and incorporate the histories and contributions of diverse populations.	CIA2
		P.13	Uses prior assessment data to design differentiated learning experiences for diverse learners (e.g. ELL, special education, gifted).	CIA3
		P.14	Designs learning experiences that promote creativity and innovation, collaboration, critical thinking and problem-solving, reasoning, and the ability to discern, evaluate, and use information.	CIA2
	2.4 Integrate knowledge of student progress and development.	P.15	Anticipates prerequisite content and language knowledge and skills including typical errors, misconceptions, and proficiency levels.	CIA2
		P.16	Uses aggregated and disaggregated data points to analyze trends in student progress, identify strengths and needs, and set individual learning goals.	CIA2
		P.17	Sets developmentally appropriate and challenging expectations.	CIA1
		P.18	Incorporates multiple perspectives, meta-cognitive strategies, and real-world application to challenge students.	CIA3
	2.5 Integrate materials, resources, and technology.	P.19	Uses, modifies, supplements, and adjusts district-approved curriculum to plan learning goals and adapt to learning needs of students.	CIA2
		P.20	Incorporates technology to promote higher-order thinking skills, increase student interaction, and encourage self-directed learning.	CIA2
		P.21	Incorporates students' native language and uses materials in students' home language/dialect to increase comprehension of language and content.	CIA3
		P.22	Includes materials and resources that reflect the culture(s) of students and expose students to a variety of cultures.	CIA2
<b>LEAD</b> <b>Teacher Leadership</b>	4.2 Analyze practice for continuous improvement.	L6	Assumes responsibility for students' growth and equitable practice	CIA2
		L7	Works collaboratively with program faculty and school mentor to analyze student performance data.	CIA2
		L8	Uses data as a tool for reflective analysis of teacher practice and student learning.	CIA3
		L9	Understands how beliefs and biases impact teaching and learning, and makes personal and instructional adjustments.	CIA1
		L10	Investigates content standards developed by professional organizations in specialty areas and accesses current research about student learning and pedagogy.	CIA3
		L11	Develops professional development plan to guide professional growth.	CIA3
	4.3 Demonstrate professional leadership.	L12	Participates in school and district improvement initiatives.	CIA3
L13	Participates in civic and cultural activities that improve the community, school, and classroom.	CIA3		

## Framework for Effective Teaching: Rubrics of Performance

### ENGAGE

Dimension	Learning Community Engage students in an inclusive and supportive learning community			
	Competency	Unsatisfactory Indicators	Basic Indicators	Proficient Indicators
1.1 Establish respectful and productive relationships with students and families	<ul style="list-style-type: none"> <li>Dismisses students' culture and community through deficit language or lack of acknowledgement</li> <li>Demonstrates apathetic or negative interactions with students and/or families</li> <li>Interactions among peers reflect bullying, disrespect, and/or bias.</li> <li>Does not solicit information on students' needs or offer resources to support student learning</li> <li>Models poor communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates respect in interactions with students</li> <li>Interactions between teacher and students are formal and/or distant</li> <li>Interactions among peers are respectful</li> <li>Demonstrates interest by posing questions to students and families about their interests and needs</li> <li>Models effective skills in listening, clarifying, and mediating</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates interest, value, and respect for students' home culture, and community</li> <li>Demonstrates positive rapport (e.g. empathy, patience, caring) with students and positive rapport among peers</li> <li>Elicits feedback from students and families on student needs and provides timely resources to support student progress</li> <li>Models and teaches effective skills in listening, clarifying, mediating, and advocating for self and others</li> </ul>	<ul style="list-style-type: none"> <li>Solicits information about student and family interests and values and provides positive reinforcement about importance of such interests and values in student success</li> <li>Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students</li> <li>Engages students and families in identifying school, home and community resources that may support student learning</li> <li>Holds self and students accountable for the use of effective listening, clarifying, mediating, and advocating for self and others</li> </ul>
1.2 Use equitable classroom management strategies	<ul style="list-style-type: none"> <li>Classroom management is inconsistent and/or punitive</li> <li>Transitions are chaotic, inefficient, and/or result in loss of instructional time</li> <li>Ignores inappropriate student behavior</li> <li>Does not make adjustments to lesson components, despite lack of student comprehension</li> <li>Uses classroom management strategies that are detrimental to students at their level of development</li> </ul>	<ul style="list-style-type: none"> <li>Implements a behavior management system that is inconsistent and/or lacks accountability</li> <li>Transition strategies result in diminished instructional time</li> <li>Often ignores inappropriate student behavior</li> <li>Uses classroom management strategies that are developmentally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Implements a predictable and proactive behavior management system that promotes student independence and accountability to self and peers</li> <li>Uses transition strategies effectively to maximize time on task</li> <li>Promptly redirects inappropriate behaviors and enforces consequences.</li> <li>Collects and analyzes classroom behavior data and makes modifications to meet short and long term goals.</li> <li>Uses developmentally appropriate classroom management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in developing a predictable and proactive behavior management system that promotes student empowerment and accountability to self and peers</li> <li>Uses creative transition strategies that promote student efficacy and maximize student learning</li> <li>Engages students in upholding classroom norms with peers and promptly redirects inappropriate behavior</li> <li>Engages students in analyzing their own classroom behavior data and setting short and long terms behavior management goals</li> <li>Individualizes classroom management strategies based on student needs.</li> </ul>

<p>1.3 Facilitate student motivation</p>	<ul style="list-style-type: none"> <li>Communicates negative beliefs of students' ability to learn</li> <li>Provides little or negative feedback on student strengths and needs.</li> <li>Does not display student work and exemplars</li> <li>Disregards and/or dismisses student feedback on instructional and behavioral approaches and expectations</li> <li>Does not use interactive technologies to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>Communicates belief in the capacity of all students to learn</li> <li>Provides cursory feedback that lacks detail on students' strengths and areas of growth</li> <li>Displays student work</li> <li>Solicits student feedback on instructional and behavioral approaches and expectations</li> <li>Uses few interactive technologies to promote student learning</li> </ul>	<ul style="list-style-type: none"> <li>Communicates belief in capacity of all learners to achieve at high levels</li> <li>Provides positive and constructive feedback</li> <li>Displays student work and exemplars to recognize progress and foster student motivation</li> <li>Incorporates student voice and choice in shared decision-making of classroom expectations</li> <li>Uses a variety of interactive technologies to increase interaction in local and global learning communities</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in articulating their own beliefs in their capacity to achieve at high levels</li> <li>Provides explicit and constructive feedback and asks students to set goals to improve their learning</li> <li>Asks students to identify and display their learning and growth in creative and innovative ways</li> <li>Gives students multiple opportunities for leadership</li> <li>Solicits student knowledge and skills on interactive technologies and engages students in local and global learning communities</li> </ul>
<p>1.4 Use classroom resources and space effectively</p>	<ul style="list-style-type: none"> <li>Physical space is set up in a way that impedes students' interactions and movement, student safety, access to materials, and opportunities for individual and collaborative learning</li> <li>Provides little or no access to manipulatives or realia</li> </ul>	<ul style="list-style-type: none"> <li>Physical space provides access to learning materials, but may be inefficient and/or disorganized</li> <li>Provides limited access to manipulatives and realia, or materials may be unrelated to learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>Arranges physical space to facilitate student safety, access to materials, and opportunities for individual and collaborative learning</li> <li>Provides a variety of manipulatives and realia that support learning outcomes and meet diverse learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Physical space maximizes a community-based learning environment that promotes safety, access, and opportunities for individual and collaborative learning</li> <li>Allows students to access a variety of manipulatives and realia to meet their own learning goals</li> </ul>
<p>Evidence of Student Learning and Growth:</p> <p><i>section in development</i></p>				

**PLAN**

Dimension	<b>Strategic Planning</b> Plan measureable, standards- and outcome-based lesson and unit plans.			
Competency	Unsatisfactory Indicators	Basic Indicators	Proficient Indicators	Advanced Indicators
2.1 Use knowledge of curriculum and content to develop units of study.	<ul style="list-style-type: none"> <li>Units of study lack a logical sequence and/or are missing important elements of standards-based instruction</li> <li>Unit lacks connection to students' lives through big ideas, enduring understandings and relevance to students' prior experiences and diversity</li> <li>Does not incorporate academic language, literacy, and numeracy across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Units of study are loosely connected to relevant standards</li> <li>Identifies big ideas, essential content concepts, and enduring understandings, but they may not illustrate relevance to students' prior experience and diversity</li> <li>Includes general interdisciplinary connections</li> <li>Incorporates limited literacy, academic language, or numeracy across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Creates logical and connected units of study that are aligned to relevant content and language standards</li> <li>Identifies big ideas, essential content concepts, and enduring understandings that develop global and cultural awareness, and civic and personal responsibility</li> <li>Builds specific content and interdisciplinary connections across subject areas</li> <li>Incorporates academic language development, literacy, and numeracy across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Creates logical and connected units of study that are aligned to relevant content and language standards</li> <li>Identifies big ideas, essential content concepts, and enduring understandings that develop global and cultural awareness, civic and personal responsibility, and are relevant to students' lives</li> <li>Engages students in making content and interdisciplinary connections at grade level, at subject level, and across subject level to promote postsecondary and workforce readiness</li> <li>Builds and helps students make connections between academic language development, literacy, and numeracy across the curriculum</li> </ul>
2.2 Incorporate valid assessments and use data to plan instruction.	<ul style="list-style-type: none"> <li>Unit assessments are standardized (e.g., multiple choice) and do not include performance tasks</li> <li>Uses informal anecdotes to guide planning</li> <li>Short-and long-term planning is completed independently</li> </ul>	<ul style="list-style-type: none"> <li>Designs unit performance tasks that are disconnected from unit goals and lack rigor</li> <li>Set unit goals based on identified standards</li> <li>Uses formative and summative assessment tools to identify students' understandings and misconceptions</li> <li>Collaborates with mentor teacher to guide short-and long-term planning</li> </ul>	<ul style="list-style-type: none"> <li>Designs rigorous and relevant unit performance tasks</li> <li>Uses student assessment data to set SMART unit goals (specific, measurable, attainable, realistic and timely)</li> <li>Uses formative and summative assessment tools to analyze students' strengths, diagnose learning needs, track student progress, and set learning goals</li> <li>Collaborates with mentor teacher and school colleagues to guide short-and long-term planning</li> </ul>	<ul style="list-style-type: none"> <li>Designs rigorous and relevant unit performance tasks that incorporate student choice and voice</li> <li>Uses student assessment data to set SMART unit goals (specific, measurable, attainable, realistic and timely) that challenge students to reach next level of growth</li> <li>Uses formative and summative assessment tools to analyze students' strengths, diagnose learning needs, track student progress, and set individual learning goals</li> <li>Collaborates with mentor teacher, school colleagues, students, and families to guide short-and long-term planning</li> </ul>

<p>2.3 Design measurable, standards- and outcome-based lessons.</p>	<ul style="list-style-type: none"> <li>• Designs a sequence of lessons that are disconnected from unit goals.</li> <li>• Lesson lacks specific content or language objectives</li> <li>• Lesson plan components lack logical sequence</li> <li>• Does not draw on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons</li> <li>• Does not identify accommodations or differentiation for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>• Designs a sequence of lessons that are loosely connected to unit goals.</li> <li>• Language and content objectives are aligned to unit goals, but may not be measurable.</li> <li>• Lesson plan sequence loosely aligned to lesson objectives and assessment methods.</li> <li>• Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons</li> <li>• Plans accommodations for diverse learners (e.g. ELL, special education, gifted).</li> <li>• Designs learning experiences that include the same expectations for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Designs a sequence of lessons aligned to unit goals.</li> <li>• Sets lesson language and content objectives based on unit goals and measurable learning outcomes</li> <li>• Creates a logical sequence in lesson plan, with each component aligning to lesson objectives and assessment methods.</li> <li>• Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that counteract stereotypes and incorporate the histories and contributions of diverse populations.</li> <li>• Uses prior assessment data to plan differentiated learning experiences for diverse learners (e.g. ELL, special education, gifted).</li> <li>• Designs learning experiences that promote creativity and innovation, collaboration, critical thinking and problem-solving, reasoning, and the ability to discern, evaluate, and use information.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs a sequence of lessons that are aligned to unit goals, unit standards, and district scope and sequence/benchmarks</li> <li>• Sets lesson language and content objectives based on unit goals, measurable learning outcomes, and students' interests and needs</li> <li>• Creates a logical sequence in lesson plan, with each component aligning throughout lesson</li> <li>• Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that counteract systemic inequity and promote equity</li> <li>• Uses prior assessment data to plan differentiated learning experiences, including elements of student-choice.</li> <li>• Engages students in designing learning experiences that promote creativity and innovation, collaboration, and critical thinking</li> </ul>
<p>2.4 Integrate knowledge of student progress and development.</p>	<ul style="list-style-type: none"> <li>• Bases planning on content goals and does not take students' content and language needs into consideration</li> <li>• Uses informal anecdotes to set expectations for student learning</li> <li>• Sets low or unrealistically high expectations for students</li> <li>• Focuses on rote memorization and skill-and-drill approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates students' needs related to content learning</li> <li>• Uses data points to identify students' progress toward learning goals</li> <li>• Sets developmentally appropriate expectations.</li> <li>• Incorporates multiple perspectives to challenge students.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates prerequisite content and language knowledge and skills including typical errors, misconceptions, and proficiency levels</li> <li>• Uses aggregated and disaggregated data points to analyze trends in student progress, identify strengths and needs, and set individual learning goals</li> <li>• Sets developmentally appropriate and challenging expectations</li> <li>• Incorporates multiple perspectives, meta-cognitive strategies, and real-world application to challenge students</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates prerequisite knowledge and skills including typical errors, misconceptions, proficiency levels related to content and language development, and strengths and weaknesses related to prior knowledge</li> <li>• Uses aggregated and disaggregated data points to analyze trends in student progress, identify strengths and needs, and set individual learning goals that build on students' interests</li> <li>• Set developmentally appropriate and challenging expectations that advance students' postsecondary and workforce readiness</li> <li>• Incorporates multiple perspectives, meta-cognitive strategies, real-world application, and project-based learning to challenge students</li> </ul>

<p>2.5 Integrate materials, resources, -and technology.</p>	<ul style="list-style-type: none"> <li>• Does not use district-approved curriculum to plan learning goals</li> <li>• Rarely incorporates technology to engage students, or the use of technology is not aligned to unit or lesson goals</li> <li>• Disregards, dismisses, or prohibits students' native language use</li> <li>• Includes materials and resources that do not reflect student diversity and/or reinforce stereotypes of diverse groups</li> </ul>	<ul style="list-style-type: none"> <li>• Uses district-approved curriculum to plan learning goals</li> <li>• Incorporates limited technology to increase student engagement and interaction</li> <li>• Seldom incorporates students' native language to increase comprehension of language and content</li> <li>• Includes limited materials and resources that reflect the culture(s) of students</li> </ul>	<ul style="list-style-type: none"> <li>• Uses, modifies, supplements, and adjusts district-approved curriculum to plan learning goals and adapt to learning needs of students.</li> <li>• Incorporates technology to promote higher-order thinking skills, increase student interaction, and encourage self-directed learning.</li> <li>• Incorporates students' native language and uses materials in students' home language/dialect to increase comprehension of language and content.</li> <li>• Includes materials and resources that reflect the culture(s) of students and expose students to a variety of cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses, modifies, supplements, and adjusts district-approved curriculum to plan learning goals, adapt to learning needs of students, and build on students' interests and background knowledge</li> <li>• Incorporates technology to promote higher-order thinking skills, increase student interaction, encourage self-directed learning, and increase multicultural competency and global awareness</li> <li>• Incorporates students' native language at all levels of instruction and uses/generates materials in students' home language/dialect to increase comprehension of language and content.</li> <li>• Includes materials and resources that reflect the culture(s) of students, expose students to a variety of cultures, and challenge systemic inequities that marginalize diverse groups.</li> </ul>
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**TEACH**

Dimension	<b>Instructional Strategies</b> Establish and meet high expectations for student achievement			
Competency	Unsatisfactory Indicators	Basic Indicators	Proficient Indicators	Advanced Indicators
3.1 Facilitate objective-based, well-paced lesson	<ul style="list-style-type: none"> <li>Does not post, preview, or review content or language objectives.</li> <li>Does not provide rationale for lesson linked to big ideas and/or students' lives.</li> <li>Demonstrates difficulty in communicating performance expectations clearly.</li> <li>Lesson components are disconnected from lesson objectives. Pacing is inadequate, resulting in low student engagement and/or misbehavior.</li> </ul>	<ul style="list-style-type: none"> <li>Content and language objectives are posted or announced, but not emphasized during lesson.</li> <li>Rationale for lesson is focused on content knowledge and skills.</li> <li>Communicates performance expectations orally, although expectations are not clearly defined in student-friendly language.</li> <li>Lesson components at times appear disconnected from lesson objectives.</li> <li>Pacing of lesson is inconsistent with students' needs for additional modeling or practice.</li> </ul>	<ul style="list-style-type: none"> <li>Posts, previews, and reviews standards, and language and content objectives.</li> <li>Provides rationale for lesson, including its connection to bigger goals and to students' lives.</li> <li>Clearly defines performance expectations orally and in writing in student-friendly language.</li> <li>Follows and adjusts lesson components to align learning experiences to objectives.</li> <li>Adequately paces learning experiences by attending to student learning cues.</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in previewing and reviewing standards, and language and content objectives.</li> <li>Solicits student background knowledge and experiences to connect rationale for lesson to big ideas and essential questions</li> <li>Clearly communicates differentiated performance expectations using multiple modalities and encourages students to provide input into performance expectations.</li> <li>Acts as facilitator to anchor learning to lesson components and objectives as students guide the lesson progression.</li> <li>Makes modifications in learning experiences and demonstrates metacognition in explaining adjustments to students.</li> </ul>
3.2 Use formal and informal assessment data to monitor student progress toward learning targets	<ul style="list-style-type: none"> <li>Does not measure or record progress toward lesson objective</li> <li>Does not provide sufficient feedback to students about progress, errors, or misconceptions</li> <li>Fails to check for student understanding and is therefore unable to adjust instruction accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Collects and records general information about class and student progress toward lesson objectives</li> <li>Provides feedback about collective progress, though feedback may be general and/or infrequent</li> <li>Monitors student progress by checking for understanding, though checks may be infrequent and/or vague</li> </ul>	<ul style="list-style-type: none"> <li>Measures individual and collective progress toward lesson objectives through an organized data monitoring system.</li> <li>Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions.</li> <li>Consistently checks for understanding using students' verbal and non-verbal feedback to monitor student learning and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors progress toward lesson objectives through organized data monitoring system and engages students in continually assessing their own progress</li> <li>Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions</li> <li>Systematically checks for student understanding and adjusts instruction to meet individual student needs</li> </ul>

<p>3.3 Promotes critical thinking through high-level questions and concepts</p>	<ul style="list-style-type: none"> <li>Lesson displays inappropriate level of rigor and/or requires little critical thinking</li> <li>Students have limited opportunity to engage in discussion or explain their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to engage students in rigorous lessons, but does not provide sufficient scaffolding or support to ensure success</li> <li>Poses questions that result in limited student responses and/or few students participate in discussion</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear, concise, and comprehensive explanations and representations of content</li> <li>Engages students in lesson experiences that require students to analyze data, think creatively, develop and testing innovative ideas, synthesize knowledge, and evaluate conclusions.</li> <li>Poses questions and probes for critical thinking using words such as “apply,” “analyze,” “evaluate,” and “create.”</li> </ul>	<ul style="list-style-type: none"> <li>Allows students to choose from various lesson activities and performance tasks aligned to unit goals</li> <li>Facilitates student-led discussions that promote critical thinking</li> </ul>
<p>3.4 Maximize student engagement</p>	<ul style="list-style-type: none"> <li>Does not attempt to connect content to students’ lives, skills, knowledge, or interests</li> <li>Students have few opportunities for active engagement</li> <li>Lesson is dominated by one teaching or learning style</li> </ul>	<ul style="list-style-type: none"> <li>Superficially connects content to students’ lives and interests and/or connections are based on generalizations about students’ cultures</li> <li>Relies on a limited number of engagement strategies, often resulting in lack of student participation</li> <li>Grouping strategies are random(not based on assessment data) or rigid (stay the same throughout the year)</li> </ul>	<ul style="list-style-type: none"> <li>Connects content to students’ background experiences, prior content knowledge, skills, and interests.</li> <li>Uses a variety of active engagement strategies and monitors student participation.</li> <li>Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs.</li> <li>Targets multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.</li> </ul>	<ul style="list-style-type: none"> <li>Engages students in generating and negotiating meeting learning objectives, self-assessing needs, and setting individual goals.</li> <li>Varies role in instructional process, assuming role of instructor, facilitator, and learner.</li> </ul>
<p>3.5 Make content and language accessible to all learners</p>	<ul style="list-style-type: none"> <li>Explanations and representations of content are incorrect and/or unclear</li> <li>Does not use instructional methods and strategies to make language and content comprehensible</li> <li>Disregards or prohibits students’ use of native language in understanding academic content and language</li> <li>Uses few un-engaging and low-level materials, resources, and tools</li> <li>Does not implement gradual release cadence (I do, we do, you do)</li> </ul>	<ul style="list-style-type: none"> <li>Explanations and representations of content are at times unclear and redundant</li> <li>Applies instructional methods and strategies that are best practice, however, differentiation of practices for ELLs not evident</li> <li>Allows students to use their native language in understanding content</li> <li>Uses materials, resources, and tools that support students language development</li> <li>Uses elements of gradual release cadence (I do, we do, you do) in a manner that requires additional depth and time</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear, concise, and comprehensive explanations and representations of content</li> <li>Applies instructional methods and strategies to make language and content comprehensible</li> <li>Makes strategic use of students’ first language to increase comprehension of language and content</li> <li>Uses a variety of materials, resources, tools, and assistive technology to support student learning, and modifies when appropriate</li> <li>Uses gradual release lesson cadence (I do, we do, you do) to scaffold students’ independent application of learning</li> </ul>	<ul style="list-style-type: none"> <li>Provides various explanations and representations of content through multiple modalities in order to increase comprehension of content</li> <li>Solicits student feedback in effectiveness of implementation of instructional methods and strategies to make language and content comprehensive and makes modifications based on feedback</li> <li>Uses a variety of methods to integrate and build on students’ first language to increase language proficiency and content knowledge</li> <li>Uses interactive and engaging materials, resources, and technology to support student learning</li> <li>Uses gradual release cadence (I do, we do, you do) to scaffold students’ independent application of learning and challenge students to reach next level of language development and content mastery</li> </ul>

<p>3.6 Differentiate instruction by implementing accommodations and extensions</p>	<ul style="list-style-type: none"> <li>• Lessons are not differentiated according to student proficiency, nor do they allow for student choice in lesson activity or performance task</li> <li>• Fails to provide interventions, accommodations, or modifications according to IEPs and other legal documents</li> <li>• Fails to collaborate with support specialists, or fails to incorporate their recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Groups students according to perceived ability levels rather than student work or assessment data (e.g., low, middle, high)</li> <li>• Makes extensions and accommodations available to students, but may not target specific student needs</li> <li>• Integrates general strategies to accelerate oral language development</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes student work and assessment data to determine specific individual and group learning needs</li> <li>• Differentiates instruction according to students' language, academic proficiency, or interest</li> <li>• Integrates strategies that accelerate oral language development and targets these to specific student's needs</li> <li>• Applies interventions, modifications, and accommodations based on IEPs, IFSPs, IAPs, and other legal requirements</li> <li>• Collaborates with a range of support specialists to develop and use appropriate strategies and resources to meet the learning needs of diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>• Allows students to choose from a variety of lesson activities and performance tasks based on interest and academic readiness</li> <li>• Engages students and parents in the ongoing assessment of student interventions, modifications, and accommodations based on IEPs, IFSPs, IAPs, and other legal requirements</li> <li>• Is proactive in seeking collaboration with support specialists to meet specific student learning needs</li> </ul>
<p>Evidence of student learning and growth:</p> <p><i>section in development</i></p>				

**LEAD**

Dimension	<b>Teacher Leadership</b> Accelerate student learning by contributing to a positive and collaborative culture			
Competency	Unsatisfactory Indicators	Basic Indicators	Proficient Indicators	Advanced Indicators
4.1 Demonstrate professionalism and communicate effectively.	<ul style="list-style-type: none"> <li>• Violates ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality</li> <li>• Demonstrates lack of professionalism in interactions with others and maintains a professional appearance that veers from school and district policy</li> <li>• Works independently and is socially-isolated from students, families, mentor, and school colleagues; is unable to connect with others</li> <li>• Demonstrates consistently incorrect use of standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.</li> <li>• Maintains an aloof demeanor with students, families, mentor and colleagues and communicates in a manner that is perceived as disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality</li> <li>• Demonstrates inconsistencies in professional demeanor and appearance in accordance with school and district policy</li> <li>• Maintains professional relationships with colleagues at a distance and does not regularly engage with colleagues outside of the mentor</li> <li>• Demonstrates lack of use of standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.</li> <li>• Treats colleagues, students and families with respect, yet is aloof at times and has difficulty connecting with others</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality and follow procedures as specified in state, federal, and local statutes.</li> <li>• Maintains professional demeanor and appearance in accordance with school and district policy.</li> <li>• Builds and maintains professional relationships with colleagues.</li> <li>• Uses standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families.</li> <li>• Demonstrates honesty, integrity, fair treatment, and respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality; follows procedures as specified in state, federal, and local statutes; and shares knowledge with colleagues to support safe school-wide learning community</li> <li>• Maintains professional demeanor in all interactions that facilitates personal connections, and appearance follows norms for business-like attire</li> <li>• Builds and maintains professional relationships with colleagues that advance own professional goals as well as those of colleagues</li> <li>• Uses standard language in written, verbal, nonverbal, and electronic communication with colleagues, members of the school community, students, and families and supports colleagues in doing the same</li> <li>• Demonstrates honesty, integrity, fair treatment, respect for others, and strong commitment to educational equity</li> </ul>

<p>4.2 Analyze practice for continuous improvement.</p>	<ul style="list-style-type: none"> <li>• Conducts superficial analysis of student performance data</li> <li>• Uses anecdotal data to improve practice</li> <li>• Does not demonstrate ability to reflect on beliefs and biases that impact student learning, or blames students and families for students' learning challenges</li> <li>• Is not a reflective practitioner; wants simplistic formulas and resists exploring the complexity of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Works with mentor to collect and analyze student performance data</li> <li>• Uses data as a tool for reflective analysis of teacher practice</li> <li>• Reflects on beliefs and biases that impact teaching and learning</li> <li>• Investigates content standards developed by professional organizations in specialty areas</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes responsibility for students' growth and equitable practice</li> <li>• Works collaboratively with program faculty and school mentor to analyze student performance data.</li> <li>• Uses data as a tool for reflective analysis of teacher practice and student learning.</li> <li>• Understands how beliefs and biases impact teaching and learning, and makes personal and instructional adjustments.</li> <li>• Investigates content standards developed by professional organizations in specialty areas and accesses current research about student learning and pedagogy.</li> <li>• Develops professional development plan to guide professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes responsibility for students' growth and equitable practice through goal-setting and progress monitoring</li> <li>• Works collaboratively with program and school faculty and staff to collect and analyze student performance data.</li> <li>• Uses data as a tool for reflective analysis of teacher practice and student learning to individualize and differentiate practice</li> <li>• Understands how beliefs and biases impact teaching and learning, and makes personal and instructional adjustments, and actively pursues opportunities for learning about diverse populations</li> <li>• Investigates content standards developed by professional organizations in specialty areas, accesses current research about student learning and pedagogy, and works with colleagues to develop innovative curriculum</li> <li>• Develops professional development plan to guide professional growth that is based on feedback from supervisors, colleagues, and students.</li> </ul>
<p>4.3 Demonstrate professional leadership.</p>	<ul style="list-style-type: none"> <li>• Demonstrates disinterest in school improvement initiatives and community events</li> <li>• Does not participate in professional development offered in school placement</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently participates in school-based improvement initiatives and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly participates in school and district improvement initiatives and professional development.</li> <li>• Participates in civic and cultural activities that improve the community, school, and classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates and contributes to school and district improvement initiatives</li> <li>• Actively pursues continuous, high-quality professional development that is aligned to students interests and needs, and extends knowledge and skills that are culturally-responsive, reflect a global view of educational practices, and emphasize 21<sup>st</sup> century skills and knowledge</li> <li>• Acts as role model by participating and organizing civic and cultural activities that improve the community, school, and classroom.</li> </ul>